



INSTRUCTIONAL NEEDS OF ARALING PANLIPUNAN TEACHERS BASIS FOR THE EVOLVEMENT OF AN ACTION

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CHAPTER 1

THE PROBLEM

Rationale

Worldwide financial trends indicate the need for nations to focus more closely on the development and utilization of human capital in the coming century. As stated by his Excellency, President Fidel V. Ramos (1996), “the first century will be heralded by intense competition not so much on the field of war, as in the classroom, in the Laboratory, in the factory, in the corporate boardroom.”

It is thus that the government has adopted education and training policies that will bring to reality our vision of a human resources- driven growth that will not only be sustainable and equitable, but will also enable the Filipino people to live productive and meaningful lives.

In line with this, the congressional commission to survey Philippine education in 1991 recommended that education should produce a Filipino who respects human rights. Whose personal discipline is guided by spiritual and moral values, who can think critically and creatively, who can exercise responsibly his rights and duties as a citizen, whose mind is informed by science and reason and whose nationalism is based on a knowledge of our history and cultural heritage.

Among the discipline subjects in the curriculum, social studies are intended reserve the welfare and best interest of society. Thorough the implementation of the social studies program, we hope to achieve a strong nation state, a national entity to provide the instruction and procedures that can mobilize our energies and resources so that we could be the best we could ever are. This is because the ultimate goals of education in the social studies is the development of desirable socio-civic and personal behavior. No societies will prosper unless its members behave in ways further its development, Jarolimék 1967 explains clearly this role of the social studies. He says:

The social studies curriculum is an important part of the education the public will need to enable them to lead productive, happy lives in it. The social studies are part of an educational program that is increasingly emphasizing the rational process as an approach to the solution of human problems. It is a program of instruction that helps pupils accept and deal with it's thoughtfully and intelligently.

On the local level, particularly in Mangaldan National High School, School Division Office I Pangasinan, where this researcher is a ARALPAN teacher, observations also support the affricated findings based on the low performance of Fourth Year students in the division achievement test.

Theoretical Framework

Skell (2010) supports the afforested role of the social studies when he says that “no one can urge the value of social studies in the elementary school in helping prepare citizens of the twenty first century.” With the rapid technological and social changes occurring today, the status of the world of tomorrow is relatively unknown. Thus Skell says that the schools of today should prepare children for the future since the continues existence of the democratic nations depends upon the ability of future generations to perpetuate and protects its ideals. The social studies area is the source from which the necessary understanding, attitudes, and abilities for such perpetuation can be afforested.

In helping prepare our children as citizens in the 21st century through social studies program, the teacher is the most important factor. Teachers make the real difference in our educational system. They are the frontlines in the day to day molding of the minds and hearts of the children in our school. As stated by daingan 2018.

The teacher takes over the starring role of leading the young under his charge to become useful, upright and law abiding member of the is to serve as value developer, model and advocate. He acts as adviser, facilitator, friend and parents or even architect. In other words, the teacher is to be called a change agent.

The department of education, culture and sports' medium term plan development program from 1999 to 2004 has as one of its priorities the improvement of the quality and relevance of basic education. This priority is attributed to poor quality of education which is traced to among others, inferior teaching. And so the plan pointed to "a need to accelerate the improvement of teacher competence by upgrading in content and pedagogy, in the approaches and strategies and models of teaching that match the learners, needs and their specific intelligence.

The need to accelerate the improvement of teacher competence is based on the low performance of our pupils/students. This is illustrated by the national career assessment exam (NCAE) given to Fourth Year students in 2004 and 2005, 2006-2007 and 2008, which while indicating an improvement in the number of examinees who rated 75 percent and above in the tested subjects, showed that the achievement scores of our pupils need to get better if they must compare favorably with pupils of other countries.

The private schools did better than the public schools for all four components and for Araling Panlipunan public and private schools were almost equally bad suggesting a neglect of Araling Panlipunan in all schools.

The dismal state of education was pointed out by the EDCOM report which said the teacher is at the heart of the problem. As sibayan 1993 said, teachers are not becoming good and efficient nowadays that in the field, these teachers are products of poor educational institutions which are commonly called "diploma mill institutions".

The afforested findings support the idea that today there is a demand for better prepared teachers in our schools. We need teachers who are well-versed in modern teaching techniques and teacher competencies. Parker 1970 used to say, "the school is a human garden, and the teacher is the cultivator of living beings." The teacher's role in the growth and development of all children should be given particular importance and concern.

Considering the importance of the teacher's role for the promotion of quality institution this researcher decided to focus his study on the Aral Pan teachers for their instructional needs.

Conceptual Framework

This study used as legal basis the 1987 Philippine constitution of article XIV of section 2 and the 2002 restructured basic curriculum.

In the teaching of Aral Pan, the teacher must be concerned with the knowledge, skills and values needed to prepare students for a changing world, to broaden their perspective and understanding about global education sustainable development. The teacher should provide the learner with the necessary knowledge, thinking skills that they need in their personal and public lives. The students, too, should be encouraged to participate actively in the affairs of our communities through citizenship education.

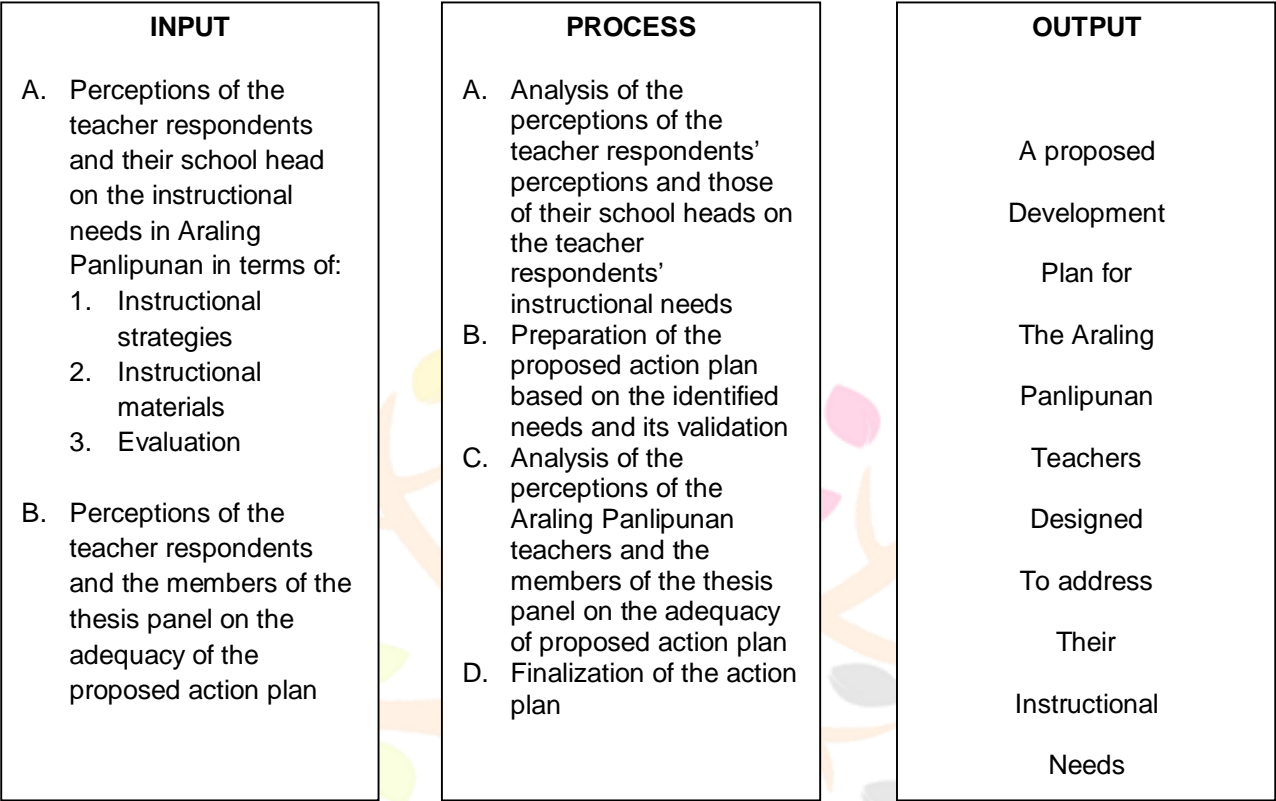
History of kasaysayan as a component of this learning package, provides a time continuum of people, problems and achievements of changes and modifications in the structured of society brought about by the emergence of new, more and varied opportunities and benefits for the development of human potentials and of the intervention programs of the present society designed to attain a desired future.

Geography provides a spatial perspective of man's physical and socio economic environment in his ways of adapting to and managing it. It includes physical features such as land and water forms and climate, flora and fauna, location, altitude, directions, demography and adaptation, utilization conservation and improvement.

Figure I in the next page presents the paradigm of this study using the input process output model. The inputs in this study were the perceptions of the teachers of Aral Pan and their school head on the instructional needs of the former in the teaching of the said subject in terms of: a. instructional strategies, b. instructional materials, c. evaluation. The process consisted of the analysis of the stated inputs which were derived from the questionnaire accomplished by the teacher respondents and their school. As a result of the analysis of the findings, this research prepared the proposed staff development program for the Araling Panlipunan teachers. She will analyze the perceptions of the teacher respondents and the members of the thesis panel on the adequacy of the proposed staff development program after which the incorporated their suggestions in the final copy. And so she came up which the output of this study- the proposed action plan of the teachers teaching Araling Panlipunan in Mangaldan National High School.

Research Through Innovation

Assessment on the Instructional Needs of Araling Panlipunan Teachers



**Figure 1
Paradigm of the Study**

Statement of the Problem

This study sought to assess the instructional needs of the Araling Panlipunan teachers at the Mangaldan National High School, Schools Division Office II Pangasinan, during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Araling Panlipunan teachers at the Mangaldan National High School, Schools Division Office II Pangasinan, in terms of the following:
 - a. Highest educational attainment
 - b. Number of years of teaching Araling Panlipunan
 - c. Relevant In-service trainings attended, and
 - d. Position
2. What are the instructional needs of the Araling Panlipunan teachers in the teaching of Araling Panlipunan in terms of the following variables as perceived by them and their school heads?
 - a. Instructional strategies
 - b. Instructional materials and
 - c. Evaluation
3. Based on the findings, what staff development program can be proposed to address the identified needs of the HKS?

Basic Assumptions

1. The perceptions of the teachers and their school heads on the teachers' instructional needs along instruction strategies, instructional materials and evaluation can be used to gauge teacher effectiveness.
2. The results of the assessment on teachers' instructional needs can be used for proposing a staff development program that is designed to address such needs.

Scope and Delimitation

This study was limited to the determination of the instructional needs of the Araling Panlipunan teachers at the Mangaldan National High School, during the school year 2023-2024. The instructional needs focused on instructional strategies, instructional

materials, and evaluation. The needs assessment was based on the perceptions of the seven 7 Araling Panlipunan teachers and of the 1 school head.

The output of this study was likewise limited to a proposed development plan for Araling Panlipunan teachers at the Mangaldan National High School which was designed to address their needs on the basis of the needs assessment.

This study likewise focused on the evaluation of the adequacy of the proposed development plan relative to the identified needs.

The respondents in this study were the 7 Araling Panlipunan teachers and the 1 school head at the Mangaldan National High School whose perceptions on this Aral Pan teachers' instructional needs were used for the needs assessment. The 7 teachers' perceptions and those of the members of the adequacy of the proposed development plan designed for them.

Significance of the Study

Social studies education should emphasize the elements of content namely: concepts, skills and values that are characteristics of the content of the field. One of the most crucial aspects of social studies instruction rests on the teachers' ability to plan and present key concepts, target skills and core values to students. Thus, if teachers are trained on the nature and characteristics of these elements, they will be better equipped to develop more effective instructional presentation for their students. Preparations like knowing and utilizing appropriate teaching methods and strategies, proper instructional materials and adequate evaluation of teaching are crucial.

It is then the sincere hope of the writer that the findings of the study would benefit the following:

The School administrators. The important tasks of the administrators who are at the same time supervisors is the improvement of instruction. Unless teachers' instructional needs are determined and properly addressed, the goal of promoting quality instruction cannot be achieved. Thus, the results of this study would benefit the school administrators in terms of the proposed action plan designed to address the instructional needs of their teachers.

Aral Pan teachers. The teachers would be the beneficiaries of the proposed staff development program if it is implemented since it is based on an assessment of their instructional needs. With an in-service training program designed to address their needs, they will become more effective in their teaching.

Researcher. This study will serve as an indispensable aid to the researcher since the results of the study serves as self-assessment for her improvement.

Other Researchers. The study can be used by them as a guide on the assessment of their instructional needs.

Definition of Terms

The following used in this study are operationally defined for clarity and for better understanding.

Araling Panlipunan. This is the nomenclature for the social studies subject in the secondary as mandated in the Ubd curriculum. Wherein Filipino is used as the medium of instruction and which is anchored on the various disciplines such as geography, history and civics. It is meant to develop national identify and unity and prepare students for effective citizenship.

Instructional strategies. This refers to a series of well-organized and closely knit steps/approaches activities based on the findings of psychological and pedagogical researchers designed to achieve a set of objectives.

Instructional materials. These are the things/media used for teaching purposes; they include manuals, teaching guides, cut-outs, textbooks, reference materials, pictures and audio visual aids and specimens.

Evaluation. In this study it refers to the process through which the achievement of the desired change in the child is assessed of the affectivity on an instructional strategy in carrying out the objectives of the lesson.

Needs. These are the instructional needs of the Araling Panlipunan teachers like instructional strategies, instructional materials and evaluation. Likewise these are the deficiencies of the teachers of Araling Panlipunan in terms of instructional strategies, instructional materials, and evaluation measures.

Developmental plan. This refers to the series of in-service intended for the improvement of the teaching skills of the Araling Panlipunan teachers.

Congruence. This refers to the conformity of the strategies/activities and content to the identified needs in the proposed staff development.

Other Researchers. They can use this as their basis for their future study.

The Researcher Herself. The researcher process itself which enabled her to come with these proposed instructional needs has made for a better Araling Panlipunan teacher in terms of evolvement of an action plan.

RELATED LITERATURE

The emphasis on Philippine history and geography

The department of education, culture and sports has urged all public and private elementary and secondary social studies particularly Philippine geography sec. Ricardo T. Gloria's or 1997 was in answer to the unsatisfactory performance of the pupils/students in government examinations. The study of Philippine history according to Gloria shall focus on physical geography and at the same time sociological and physical uses of geography.

The sec. also ordered all classrooms and school libraries to have on displays a Philippine map and a world map. To complement this, he also suggested various activities to be undertaken by the schools to arouse, develop skills in Philippine geography. Among these are: field trips, conduct of practical map examinations, map study and map reading.

The social studies program

In their book entitled teaching strategies in the social sciences for elementary grades, Gonzales et al. 1989 said that the social studies program is focused on the interaction of the people with each other and their natural environment. Of great importance are relationship among people, between people and the environment and between people and value.

The social studies make many contributions to basic goals because of the diversity of learning activities. Self-realization is promoted as children learn about roles in family, importance of positive attitudes and values as part of one's self concept. Many

contributions are made to “learn how to learn” as children develop strategies and attitudes through individual and group study that are useful in lifelong learning.

Social studies is also anchored on the various disciplines such as history, economics, anthropology, archeology, psychology, sociology and political science. Stress should be given to the development of inquiry skills among the students, rather than of content. 8-11

National objectives in social studies

Seven national objectives were framed by the participants in the first university of the Philippines bureau of public schools summer institute in social studies of 1968. They are as follows:

The good and effective in a democratic society.

1. Develop and inquiring mind
2. Is well informed and useful
3. Participates in the school, economic, and political problems
4. Advances the cause of nationalism through understanding, appreciating, perpetuating and developing what are desirable in our national heritage and ideas.
5. Has a strong moral and spiritual value
6. Respects the dignity and worth of an individual regardless of race, religion or socio economic status and
7. Understands the value of interdependence of all people and the need for international cooperation in behalf of peace.

It will be noted that while the traditional social studies instructions aimed at developing a well-informed temporary program hopes to develop a humane man, and thinking feeling and doing man.

Expecting on the social studies program

Cruz 1976 said that social studies program in the elementary schools should contribute toward the development of an integrated, nationalistic and democratic individual in order to adjust in a progressive expanding and dynamic society. The burden of responsibility lies on the school on how to provide opportunities to maximize social development through the development of the three domains.

And so the DepEd minimum competencies issued in 1982 gives the following expectations of the child at the close of the completion of social studies. He should be able to:

1. Examine and analyze factual data logically on the basis of the best available information before reaching a warranted conclusion.
2. Use knowledge, skills and abilities to facilitate to solutions of problem.
3. Identify civic rights and responsibilities as well as obligations and put them to action.
4. Demonstrate desirable human relations through loyalty to humanistic ideas in his relationships with his family, school, community and in the larger ones.
5. Choose discriminately desirable custom, traditions and folkways of our people for him to follow.
6. Practice moral and spiritual uprightness that will promote social welfare.
7. Show respect for the opinions and views of other people such as hearing courteously the other side even if they conflict with his own, and
8. Demonstrate some understanding of social, economic and political interdependence of people, as well as how and why they live the way they do.

Teaching strategies in ARALING PANLIPUNAN

Parker and Rubin 2000 said that are four variables in the teaching learning process, the teacher, the nature of the subject matter, the learner and the learning process on the teaching strategy to be used.

Every teacher has her own orientation in the form of education and job experience. Many schools employ teachers who had no practical experience of any kind. Then there is the personal style of teaching which each teacher has. A specific teaching act which may be unproductive for some teacher may become a very effective one in the hands of another teacher. On the other hand, procedures may have a negative effect due to a teachers' characteristics behavior.

Considering the nature of the subject matter, every subject has a structure that differs from that of another subject. The concepts and generalization in one subject are different from those in another. Complications arise further due to the need for planning for simultaneous attainment for more than one objective. As one teacher and leads the children in the formulation of hypothesis, he has at the same time, to develop skills such as making inferences or analyzing relationships.

The learner is another complex variable. Children come from different places. There are individuals who fail to respond to the moods of the class, there are those fail to respond to the moods of the class, there are those who show little concern for the future- they have the “ I don't care” attitude there are the gifted ones who sometimes cannot tolerate what appears to them to be “slow motion” of the rest of the class.

For the application of a generalization arrived at, role playing of a simple situation may be done. Other strategies are: clarifying the issue and related values, considering priority of values, considering consequences of various alternatives. Two or three strategies are sometimes blended, like involving the class in a role is to guide the exploration of all relevant aspects of the issue.

Brandwain's 1985 writing on the importance of the Araling Panlipunan to teachers Said that the quality of instruction is the determinative contribute to the success of instruction, the work of the school, but all of these things are ineffectual unless there is a good teacher in the classroom to teach the subject.

Tips in teaching Araling Panlipunan

Tolentino 1998 in her article entitled “designing AralPan curriculum”, gives the following tips in teaching Araling Panlipunan:

1. Addressing the issues and problems associated with designing, developing and executing instruction according to the principles of scope, sequences, continuity, integration, focus and balance.
2. Describe the different approaches of social studies with regard to the selection and organization of disciplinary content.
3. Organize the elements of subject matter content (concepts, skills and values) into effective presentation patterns for

students.

4. Provide learning experiences that will encourage students to advance their capacities, attitudes and sense of self-confidence in their ability to learn outside the classroom.
5. Ensure the learning materials will be appropriate for students according to their levels of maturity, experience and ability.

STUDIES

Foreign

Savage & Armstrong (2014) also contend that using television programs is a key element and a major justification for effective teaching-learning process in Social Studies education, so it is expected that pupils who will experience this teaching methods leave school with a disposition to become actively involved in public affairs and contribute fundamentally to social progress for they witnessed the actual events in the history. Their main argument is that Social Studies is one of the few subject areas which has an explicit objective and focus on the development of interpersonal skills needed by students in a democratic society.

Furthermore, Parker (2010) notes that the Social Studies teacher has a responsibility to include educational television programs, controversial issues and current events in the curriculum. Parker believes that students need to study the subject, issues on which there are some disagreements so as to practice analyzing problems; gathering and organizing facts; discriminating between facts and opinions; discussing differing viewpoints and drawing tentative conclusions. Dube (2019) says exposing students with the use of media in their studies enables them to develop the capacity for ethical and moral reasoning so that they become critically reflective thinkers.

John Dewey's "Democracy and Education" expounded that a truly functional education is based upon experience, and the interaction of the person with his environment and on-going experience which led to the direction and control of subsequent experience.

Local

Bautista 2011 conducted a study on the problems met by social studies teachers at two component colleges of the Pangasinan state university. She analyzed the problems met by social studies teachers in terms of classroom instruction, instructional materials and methods and approach used.

Among the findings of Bautista's study relevant to the present study were the following:

1. On the 11 problems of social studies teachers in the area of classroom instruction, 2 problems were classified as "critical". The rest were classified as "less critical".
2. Under the problems of social studies teachers pertaining to instructional materials, the problem on the "inadequacy of visual aids and devices" was classified as "very critical". Four of the problems were classified as "critical" and one problem was classified as "less critical".
3. On the problem of social studies teachers pertaining to methods and approaches used, the problem on the "lack of time element to cover subject matter prescribed" was classified as "critical". The rest of the problems were considered "less critical".

Capua 1997 assessed the teacher effectiveness and classroom climate at the public elementary schools of Anda district, division of Pangasinan I during the school year 1996-1997 and proposed a program for staff development. He made use of the questionnaire and documentary analysis as the instructional instruments in gathering the data needed for the study.

Capua's findings revealed the following conclusions:

- 1.1. In terms of professional background, majority of the public elementary school teachers of Anda district are in need of upgrading their educational qualification beyond the bachelor's degree, can still be considered have teaching experience ranging from 10 years or less to 20 years and are reading professional magazines and textbooks.
- 1.2. In terms of the percentage of grade IV pupils who passed in the four subject results way below the 75 percent set by the HEKASI.
- 1.3. In terms of percentage of the grade VI pupils who passed in the division of summative test in the four academic subjects tested in the NEAT, it registered results also way below 75%.
- 1.4. In terms of dropout rate, Anda district registered a high and increasing drop-out division target 2%.
2. The quality of teacher effectiveness and classroom climate in Anda district leaves much room for improvement.
3. A staff development program based on the identified areas of weaknesses along professional growth teacher effectiveness and classroom climate should be implemented in Anda district.

Revilla 1999 conducted a study on the problems encountered by teachers teaching HEKASI in public elementary schools of Mangaldan. She surveyed problems pertaining to teachers' abilities and skills, instructional materials and to the methods and approaches used.

Revilla's findings revealed the following conclusions:

1. Of the eight problems encountered by the elementary teachers under the teacher's abilities and skills, their "inability to create and try appropriate materials that will meet the peculiar needs of the pupils.
2. Only one problem encountered by the teachers pertaining to instructional materials as critical, "lack of basic textbooks, teaching aids and devices.

Lucero's 1999 study analyzed the problems met by the teachers teaching studies in the national high school for Eguia and Burgos and the barangay high school annex or Burgos national high school. Lucero used the descriptive normative survey, the teachers on teacher's competencies, instructional materials, equipment and facilities and administration and supervision in teaching social studies.

Her findings revealed that all the seven problems met by the teachers teaching social studies in the area of teachers' competencies were perceived as "critical". Similarly, all the four problems met that that relate to instructional materials, we also considered in terms of facilities and equipment, all were classified as "critical". On the problems met in terms of administration classified as "critical". Lucero recommended the following:

1. The 27 national and barangay high school teachers covered by the study need to improve of their qualifications in teaching social studies.

2. Instructional materials is a must for teachers in teaching social studies because without them, teachers are handicapped.
3. The causes of these problems should be considered in order that the solutions suggested can be undertaken, eliminate or solve the problem.

Contributions of the Reviewed Literature and Studies to the Present Study

This study derived from the reviewed literature and studies the concepts that guided in his lessons regarding, the topic and the problems for assumption. The insights, served as reference for identification of the problems raised in the study, the methodology uses as well as in tools for data gathering.

**CHAPTER 2
METHODOLOGY**

This chapter deals with the mechanics on how to research problems were answered. The discussion on the research design includes the research design, sources of data, instrumentation and data collection and tools for data analysis.

Research Design

This investigation used descriptive- developmental study. As a descriptive study, it described the instructional needs of the teachers in Araling Panlipunan at the Mangaldan National High School, Schools Division Office II Pangasinan I in terms of; a. instructional strategies, b. instructional materials, c. evaluation as well as extent the teachers in Aral Pan based on their identified needs.

Sources of Data

The respondents in this study were 7 teachers of Araling Panlipunan and their 1 school administrator all Mangaldan National High School, Division of Pangasinan I. they represented 100 percent of the total population of teachers teaching the said subject and of the school administrators of the Mangaldan National High School. These two groups of respondents in the first two questionnaires that answers sub- problem 1.

Table I is presented in line with the distribution of respondents.

**Table 1
Distribution of Respondents
N₁ = 1 school administrators
N₂ = 7 Araling Panlipunan teachers**

School	Number of school administrators	No. of HEKASI teachers
1. Mangaldan National High School	1	7
TOTAL	1	7

Instrumentation and Data Collection

The researcher made a questionnaire that deals on the profile of the teachers as to highest educational attainment, no. of years of teaching Araling Panlipunan, relevant in-service training and position to answer sub-problem 1.

The gather data from such were cross-checked by the teacher respondent and another one for their school administrators as the main data gathering instrument.

The two sets of questionnaire focused on the instructional needs of the teachers and the extent of such needs as perceived by them and by their categorized into three areas namely: a. instructional strategies, b. instructional materials and c. evaluation.

In formulating the items in the two sets of questionnaire, this researcher will utilize his reading of books.

The same thing was done for the last questionnaire. It was also shown top the four members of the thesis panel which included the researcher’s adviser and their comments regarding the floating of the first two sets of the questionnaires, this researcher reproduced enough copies of them. He then contacted the school heads and their teachers of Araling Panlipunan at Mangaldan National High School for the distribution of the questionnaires.

Tools for Data Analysis

To be able to analyze and interpret the data, this researcher was subjected to statistical treatment.

Frequency and the average weighted mean AWM were computed for in answer to sub-problem number 1 on the instructional the teacher-respondents in Mangaldan National High School in terms of the three areas which are: a. instructional strategies, b. instructional materials and c. evaluation and the extent of such. The formula of the average weighted mean was:

$$AWM = \frac{\sum fx}{N}$$

Where:

Fx = the number of responses per column multiplied by the assigned point value

$\sum fx$ = the sum of the products per column

N = the number of respondent

Using point values of 1, 2, 3, 4, and 5 the responses per column were multiplied by the assigned point value and the products per column were summed up and divided by the number of respondents.

The interpretation of the average weighted mean obtained regarding the extent for the instructional needs if the teacher-respondents along the variables and the adequacy ranged and their descriptive equivalents arbitrarily set:

Range	Sub-problem 1	Descriptive equivalent Sub-problem 3
3.25-4.00	Very much needed (VMN)	Very adequate (VA)
2.50-4.24	Much needed (MN)	Adequate (A)
1.75-3.49	Little need for it (LN)	Moderately adequate (MA)
1.00-1.74	Not needed at all (NMA)	Not adequate at all (NAA)

Interest, encourage studies and develop skills in Philippine geography. Among these are: field trips, conduct of practical map examinations, map study and map reading (education news, August 1997).

CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPERETATION OF DATA

This chapter presents the data, the analysis of the data and the interpretation of such in this study.

Instructional Needs of the Teachers of Araling Panlipunan at the Mangaldan National High School and The Extent of Such Needs

This section presents the data and the discussion on the instructional needs of the teachers of Araling Panlipunan at the Mangaldan National High School, Schools Division Office II Pangasinan and the extent of such needs in answer to sub- problem I. the data are based on the perception of the 7 teachers teaching the said subject and the 1 school heads. The instructional needs are grouped in terms of instructional materials and evaluation. These are presented in table 1, 2 and 3 in the succeeding sub-m sections.

PROFILE OF THE ARALING PANLIPUNAN TEACHERS

The next table II is on the profile of the teachers as to highest educational attainment, number of years in teaching, relevant in-service training and position.

Table II
Profile of the Grade 11 Teachers

Profile	Frequency	Percentages
Highest Educational Attainment		
Phd/EdD Graduate	1	14.29
Phd/EdD Units	0	0
MA/MS Graduate	1	14.29
MA/MS Units	5	71.42
BS Graduate	0	0
Total	7	100
Teaching Position		
Teacher 1	1	14.29
Teacher 2	2	28.57
Teacher 3	3	42.85
Master Teacher	1	14.29
Total	7	100
Years of Experience in Teaching		
Less than 1 year	0	0
1-4 years	1	14.29
5-9 years	2	28.57
10-14 years	4	57.14
Total	7	100

Relevant In-service Trainings Attended	Frequency	Percentages
UbD	7	100
Follow up specialized training	7	100
School Lac Session	7	100
Graduate course	7	100
Total	7	100

From so many researchers conducted on teacher's profile, teaching as a profession is dominated by female. This supports the findings of other researcher like Gatchalian (2015), Obilio (2014), Oblado (2011), Dalumay (2011), and Cosares (2006) that the teaching profession is a female dominated career. In fact in the study conducted by Danao (2013) students moderately agreed that they prefer female teachers to teach them regarding science concepts. Though female teachers were larger in population, one can't deny the strong contribution of male in the academe as they have comparable performance in teaching (Reyes, 2014).

Highest Educational Attainment. The result shows that majority of these have the desire to pursue higher level of their education as part of their professional growth. This is a proven by 60 percent teachers who have MA/MS units, MA Graduate and Ph.D/ Ed D units leading to their respective post graduate degrees. This implies that these teachers have inner motivation and sure dedicated to pursue their higher studies thus, improving more their competencies on new pedagogies of teaching.

Teaching Position. It is noted that from their educational attainment, many of these teachers continue to upgrade themselves by enrolling and finishing their masters or doctorate degrees so as to be promoted in the profession. In fact, DepEd now

has been continuously organizing its criteria in giving monetary incentives to teachers with exemplary performance through the Performance Based Bonus (PBB). This is just one of the quality assurance mechanisms of the agency in trying to realize the mandate of the government in alleviating poverty through education. With the present position of these advisers, they are capable in implementing the activities of the ALS program.

Years of Experience. As to DepEd program, these teachers were so young with sixty percent (60%) implementing the program, though four (4) or forty percent (40%) were old, it cannot be discounted that these teachers were experienced teachers and have the necessary skills in handling school learners.

Relevant In-service Trainings Attended. It can be gleaned that the teachers at Mangaldan National High School undergone all the trainings given by the DepEd and likewise they were all enrolled in the graduate studies for the professional growth.

Instructional Needs of the Teachers in terms of Instructional Strategies

Table III in the next page shows that the 7 teacher of araling panlipunan at sibika and their 1 school head.

Table III-a

Instructional needs of the Araling Panlipunan Teachers in terms of Instructional Strategies and the Extent of Such Needs as Perceived School Heads N₁ = 1 SH N₂ = 7 Araling Panlipunan Teachers

Items/statement on the Instructional Strategies	Extent of needs		
	Respondents	AWM	D.E.
1. Strategies and activities appropriate for the development of specific subject matter in HEKASI	T	2.40	MN
	SH	3.00	MN
2. Strategies and activities appropriate for the development for specific learning skills and objectives in the said subject	T	2.00	MN
	SH	2.85	MN
3. Various services of information needed by the pupils	T	3.00	MN
	SH	3.20	MN
4. Application of specific materials/procedures/approaches usually used in teaching said subject.	T	2.9	MN
	SH	2.62	MN
5. Application of techniques/strategies usually used in teaching the said subject.	T	3.05	MN
	SH	3.08	MN
6. Strategies that will awaken develop national consciousness among pupils.	T	3.05	MN
	SH	3.08	MN
7. Strategies that will awaken describable values and habits among pupils.	T	2.9	MN
	SH	3.38	MN
8. Various ways and means to enhance one's professional cultural growth.	T	3.95	MN
	SH	3.23	MN
9. Skills in relating heograpiya, kasaysayan at sibika instruction to community.	T	2.9	MN
	SH	3.91	MN
Overall average of AWM	T	2.86	MN
	SH	3.11	MN

Legend:

Range

3.50-4.00

2.50-3.49

1.50-1.49

0-1.49

Descriptive Equivalent

very much needs T = HKS teachers

much needed SH = school heads

least needed AWM = average weighted mean

not needed

Were in agreement that instructional strategies were “much needed” by the teachers. This is evidence by the average weighted means of the teachers and their school heads’ perceptions 2.50-2.50-3.24 in the overall average of the average weighted means. They also have something to do with the application of specific methods/procedures/approaches and of the techniques usually used in the heograpiya, kasaysayan at sibika as well as the strategies that will awaken and develop national consciousness, desirable values and habits, cultural growth to community activities. As stated by Jarolimek 1965, the new concept of social studies concepts that the child learns from the textbooks and the teacher, but he also learns from his total environment. This new concept on the child to behaviors, and if he has really learned in this context, he will behave in a different manner, and he will become a different kinds of person.

Therefore, the individual and overall results strategies point to the urgency of addressing this cluster of needs of the teachers. Since this subject Araling Panlipunan the themes geography, history and civic, it should be an avenue for the growth the nationalism and national identity among the youth social studies is also anchored is overwhelming in the words of Gonzales et al., 1980 “more stress should be given to the development of inquiry skills among students”, hence the urgent need for teachers to be effective in the use of various instructional strategies.

Instructional Needs of the Teachers in terms of Instructional Materials

On the instructional needs of the teachers of Araling Panlipunan in terms of instructional materials and the extent of such needs. Table III in the next page presents the data.

It is noted in table 3 that while there are some areas of disagreements between the perceptions of the grade VI teachers and their school administrators, the overall average within the range of 2.50- 3.24 indicating the teachers ‘‘ much needed’’ for instructional materials.

However, the teachers and their school administrators were in agreement on the selection of materials that will think and intellectual decision- making on issues in the community and national issues as a whole. The respondents obtained average weighted means which felt within the range of 2.50- 3.24, meaning ‘‘much needed’’.

The need for such kinds of materials in confirmed by roles 1997 when he said that there is a need for students in Philippine schools to heighten their critical thinking, those that must be discarded and those that must be cherished and put to use in the service of national survival and stability.

Table III-b
Instructional Needs of the Araling Panlipunan Teachers in terms of Instructional Materials and the Extent of
of Such Needs as Perceived by School Heads
N₁= 1 SH N₂= 7 Araling Panlipunan Teachers

Items/statement on the Instructional strategies	Extent of needs		
	Respondents	AWM	D.E.
1. Selection of materials that will promote national awareness and consciousness	T	3.0	MN
	SH	3.151	MN
2. Preparation of materials that will promote the perseverance of our culture/cultural heritage	T	2.45	MN
	SH	3.39	MN
3. Sourcing/preparation of instructional materials that will develop the critical thinking and intellectual decision making on issues in the community and national issues as a whole.	T	2.9	MN
	SH	3.0	MN
4. Utilization of support instructional materials and teaching aids/visual aids such as maps, pictures, charts, graphs, bulletin board, supplementary materials and newspapers.	T	2.85	MN
	SH	3.2	MN
AWM	T	2.82	MN
	SH	3.18	MN

Legend:

Range	Descriptive Equivalent
3.50-4.00	very much needs
2.50-3.49	much needed
1.50-1.49	least needed
0-1.49	not needed

Along item 4-utilization of support instructional materials and teaching aids/visual aids, whole there were also areas of disagreement in the teaching aids/visual aids, the average of the weighted mean fell within the range of 2.96 and 3.199, meaning ‘‘much needed’’. So as a whole, it is indicated that the teachers teaching aids like pictures, maps, charts, graphs, bulletin board, supplementary materials and newspapers need to be provided adequately. The DECS cannot basic education program is the lack of textbooks 1998. If the DECS afford to provide 1:1 textbook student ration with teaching aids. The teacher therefore has to take the initiative the improvising and this can be done in LAC sessions/ workshops.

Instruction Needs of the Teachers in terms of Evaluation

Table III presents the data on the instructional needs of the Grade 11 teachers in terms of evaluation.

Table III-c
Instructional Needs of the Araling Panlipunan Teachers in terms of Evaluation and the Extent of Such Needs as Perceived
by School Heads

N₁= 1 SH N₂= HEKASI Teachers

Items/statement on the Instructional strategies	Extent of needs		
	Respondents	AWM	D.E.
1. Appropriate measures in increasing the learner’s: a. Knowledge b. Skills c. Attitudes/values	T	3.2	MN
	SH	3.23	MN
	T	3.15	M
	SH	3.31	VMN
	T	3.25	VMN
	SH	3.15	MN
2. Application of the following criteria in evaluating the learner a. Anecdotal record on cooperation of	T	2.95	MN
	SH	3.0	MN
	T	3.0	MN

	respondents and leadership	SH	3.31	VMN
b.	Observation of children as they work cooperatively.	T SH	3.0 3.08	MN MN
c.	Quality of work and projects alone.	T	2.95	MN
d.	Objective tests.	SH	3.15	MN
3.	Adequate and congruent tests items for the item results.	T SH	2.96 3.15	MN MN
4.	Preparation of needed accurate/up to date records in HKS	T SH	2.95 3.46	MN VMN
5.	Utilization of evaluation results	T SH	3.9 3.54	MN MN
	AWM	T SH		

Legend:

Range	Descriptive Equivalent
3.50-4.00	very much needs
2.50-3.49	much needed
1.50-1.49	least needed
	0-1.49 not needed

On the item 1- appropriate measure in assessing the learner's knowledge's, skills and attitudes/ values, while the teachers and their school heads varied in their perceptions along skills and attitudes/ values, the overall average weighted mean of the teachers 3.20 while school heads, 3.23, both with descriptive equivalents of "much needed". The results indicate that as knowledge's skills and attitudes/ values acquired in learning heograpiya, kasaysayan at sibika.

Along item 2- application of the criteria in evaluating the learner, there were two areas of disagreements, specifically along the following: a. observation of children as they work cooperatively in the execution of plans, and oral written questions that challenge the teachers reporting "much needed" and school heads, "very much needed". Both groups were in agreement along a. anecdotal records on cooperation, responsibility and leadership b. quality of work and projects done c. objective tests, both groups falling within the range of 2.50- 3.24, meaning "much needed". As a whole, item 2 the result show that the Grade 11 teachers very much want in the application the average of weighted means of 2.97 for the teachers, and 3.16 for the school heads.

The table likewise shows that the along item 3- adequate and congruent tests item bank, the teachers reported "much needed" while their school heads. "very much needed". The same results were revealed in item 4- preparation of needed accurate records and reports pertinent to instruction and item 5- utilization of evaluation results. It appears that the schools are very urgent and need to be addressed.

The grand or overall average of all the perceptions on evaluation showed that the teachers' self- reports netted 3.00 while their school heads, 3.36 meaning "much needed and "very much needed", respectively. On the basis of which will also focus on evaluation, for as stated in the DECS report 1998 monitoring and evaluation of learning is one of the critical areas that need to be addressed. This is in line with the component of instruction should enable the teachers and school heads to determine the mastery of learning objectives.

A Proposed Development Plan for the Teachers of Araling Panlipunan Based on their Needs

This section seeks to answer sub- problems 2 which asks " what development plan based on the Araling Panlipunan teachers' needs may be proposed.

It was shown in the discussion of the data in tables 1, 2 and 3 that as a whole the teachers and their teachers were " very much need" along the three categories which are: 1. Instructional strategies, 2. Instructional materials and evaluation.

Along instructional strategies, the teachers were " much in need" of strategies and activities appropriate for the development of specific subject matter information needed by the students, application of specific methods usually needed in the teaching of araling panlipunan like the conceptual approach, interactive approach, inductive method, deductive method, problem method, inquiry method and project method; application of techniques usually used like brainstorming, research work, conduct of field trip, idea mapping, inviting resource speaker, use of graphics, situational analysis, debates/ panel discussions, various ways and means to enhance one's professional/ cultural growth, skills in relating instruction in heograpiya, kasaysayan at sibika to community activities.

Along instructional material, the overall results show that teachers were " much in need" of the following: selection of materials that will promote bational awareness and consciousness, preparation of materials that thinking and intellectual decision-making on issues in the community and national issues as a whole, and utilization of support instructional aides such as pictures, maps, charts, graphs, and others.

Similarly, along evaluation the teachers are much in need according to them and "very much need" according to their schools heads in terms of appropriate measures in assessing the learners' knowledge's, skills and attitudes, application of certain criteria in evaluating the learner relative to anecdotal records, observation of children, oral and written questions, adequate and congruent tests items, preparation of needed records on instruction, and utilization of evaluating results.

I. Rationale:

Every individual should be adequately informal about his social and physical environments and should have individual capacities developed to the point where he can function successfully within his environments. As stated in our national development goals and education objectives, the individual should seek his identity as a Filipino and be a self- reliant and self- sufficient person. (Gonzales, et al. 1989)

The responsibility for the acquisition of the correct facts, skills and values to enable a learner to become this kind of Filipino is the mission of every teacher teaching heograpiya, kasaysayan at sibika. Citizenship education through the teaching of this youth to live in an increasingly interconnected global world, thus through a well prepared teacher of araling panlipunan the

learner is assured needed to ensure continued existence of man. Teachers of Araling Panlipunan are expected to develop in the youth competencies and decision making that people require when confronted with social/ national issues problems.

Thus, through the proposed staff development program based on the teachers' identified needs, the goals of the development of education, relative to the promotion of quality education in general and specifically of the goals in Araling Panlipunan of producing a "good citizen" in every pupil can be realized. Such kind of citizen to cope when confronted with problems because of his competencies in critical thinking and decision making.

The implementation of the proposed staff development program is made more meaningful since it is based on the teachers needs and is in line continuing professional education required of teachers by virtue of executive order no. 266 issued on July 25, 1995.

II. Goal/ objective

A. Goal: to develop competent and effective teachers of Araling Panlipunan committed to the task of preparing the youth for effective citizenship for the capability to live in an increasingly interconnected global world.

B. Objectives:

At the end of the staff development program carried out on staggered schedules, at least 75 percent of the teachers of araling panlipunan at Mangaldan National High School will have:

1. Acquired the necessary knowledge's relative to their instructional materials and evaluation in the teaching of araling panlipunan.
2. Acquired the necessary skills in the implementation of appropriate instructional strategies in the selection of instructional materials, and in the evaluation of heograpiya, kasaysayan at sibika.
3. Been Bued with positive attitudes and with a deep sense of commitment to the improvement of their delivery systems in the teaching of araling panlipunan.
4. Gained professional and personal growth from the training as a result of the technical assistance and administrative support provided to address their needs.



Table IV

A PROPOSED STAFF DEVELOPMENT PROGRAM FOR TEACHERS OF ARALING PANLIPUNAN

Concerns	Goals/objective	Content/focus Activities strategies	Persons involved	Time Frame	Funding resources	Expected outcomes
A. Need for the Araling Panlipunan teachers to improve their competencies along instructional strategies	A. to improve the Araling Panlipunan teachers to improve their competencies along instructional strategies	Day 1 A.M 1. lecture-discussion by resource speakers on the following topics: A. recent trends and developments in the teaching of Araling Panlipunan B. skills development in Araling	2. Trainers: The School Head of Mangaldan National High School and the Teacher Araling Panlipunan as organizers of the	A week before the start of the school year day 1 of five day district seminar	Local school board funds in the amount of 17,000 for the five day district seminar.	At least 75% or the Araling Panlipunan teachers with enhanced/improved competencies along instructional strategies specifically on the following:

	ed the skills/knowledge's/values relative to the following: 1. Strategies/activities appropriate for the development of specific subject	procedures/approaches in the teaching of Aral Pan. 2.1. open forum Day 2 1. Lecture discussions by resource speakers on the following topic: a. Application of techniques/strategies in the teaching of Aral Pan. b. demonstration teaching skill development and the application of a	2.2 Support personnel, clerical staff for the reproduction of the handouts and for other services related to the holding of the district seminar. Same as			specific materials/procedures/approaches in araling panlipunan like the conceptual approach, interactive approach,
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	<p>ies at the end of district LAC session, at least 75% of the grade VI teachers of Araling Panlipunan will have been oriented/acquired</p>	<p>Panlipunan with the focus on the development of:</p> <ol style="list-style-type: none"> 1. thinking skills 2. research skills 3. academic skills 4. social skills <ol style="list-style-type: none"> 1.1. open forum P.M 2. lecture discussion by resource speakers on the following topics: <ol style="list-style-type: none"> a. concept development in Aral Pan. b. values education in Aral Pan. c. specific methods/ 	<p>School seminar assisted by the division supervisors and divisions trainers as resource speakers as demonstration teachers.</p> <p>2.1 ra in er s: Aral Pan teachers.</p>		<p>School boards funds</p>	<p>Strategies Appropriate for the development of specific subject matter, learning skills/objectives and various sources of information needed by pupil's Araling Panlipunan.</p> <p>3. Application of</p>
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	<p>t matter, learning skills, objectives and various sources in Aral Pan.</p> <p>2. Application of specific methods/procedures</p>	<p>specific method/technique in the teaching of Aral Pan.</p> <p>c. critiquing of the demonstration teaching P.M Of day 2</p> <p>d. demonstration teaching on concept development with focus on the application of a specific method/technique in the teaching of Aral Pan.</p> <p>e. demonstration/technique of Aral</p>	<p>those of day 2 of district seminar</p>			<p>inductive approach, deductive method, problem method inquiry method and project method</p> <p>4. Application of</p>
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	<p>ures/approaches used in the teaching of Aral Pan.</p> <p>3. Application of Techniques/strategies used in the teaching of Aral</p>	<p>Pan.</p> <p>f. critiquing of demonstration teaching Day 3 A.M</p>				<p>techniques/strategies in the teaching of Aral Pan like brains storming, research work, field trip, idea mappi</p>
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	Pan like brainstorming, research					ng, resource
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	desirable values, and habits among pupils and enhance cultural growth and a sense of responsibility as a member of a community.					
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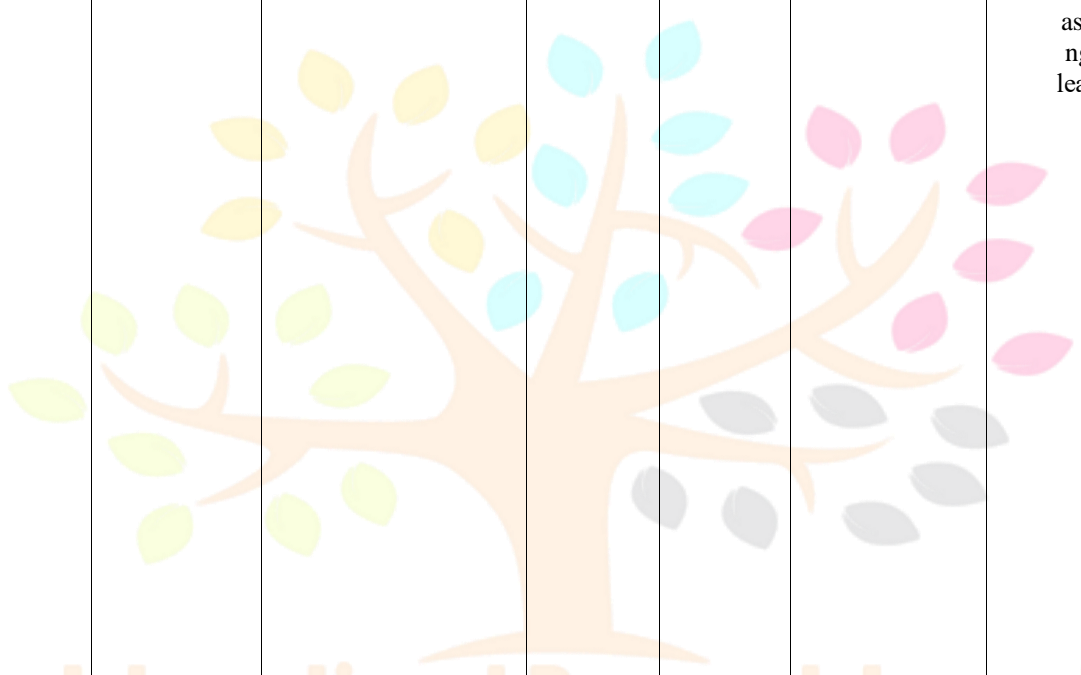
	work, field trip, idea mapping, resource speaker, graphics situational analysis, role playing 4. Strategies That Will awaken and develop national consciousness					speaker, graphics situational analysis, role playing.
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<p>B. Need for the Aral Pan teachers to improve their competencies along the use of appropriate instructional materials</p>	<p>B. To improve the I teachers competencies in teaching through the use/ preparation of appropriate instructional materials.</p>	<p>1. Lecture discussion by resource speakers on the following topics: a. the nature of instructional materials needed in the teaching of heograpiya, kasaysayan at sibika 2. open forum P.M 1. Working with focus on the preparation of instructional materials/ teaching aids from indigenous materials. Day 4</p>	<p>Same as Those of day 2 of School seminar</p>	<p>Day 3 of five day School seminar</p>	<p>from 15,000 appropriations from the local school; board for the five day School seminar</p>	<p>At least 75% or the grade VI Aral Pan Teachers With enhanced/ improved competencies along instructional strategies specifically on the following: 1. Selection of material that will promote</p>
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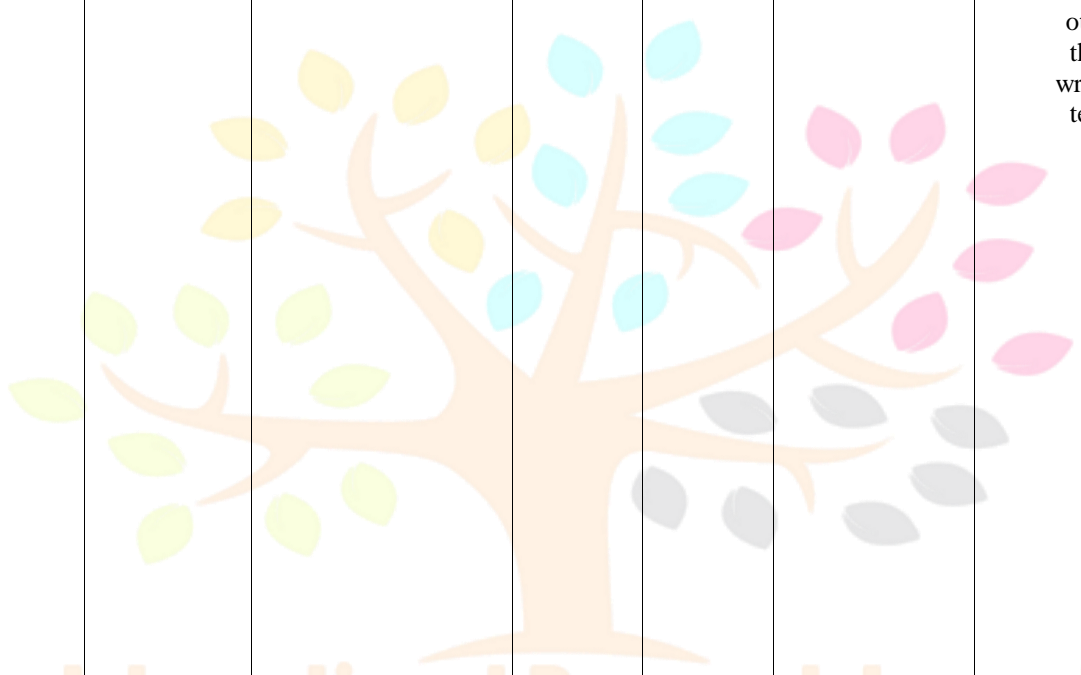
<p>C. Need for the Aral Pan Teachers to improve their competencies for evaluation.</p>	<p>C. C. To improve the grade 7 Aral Pan teachers to improve their competencies for evaluation of instruction. at the end of district LAC Session N, at least 75% of the teachers of Aral Pan will have been oriented/acquir</p>	<p>A.M 1. Lecture discussion by resource speakers on the following topics: A. Evaluation of pupil learning, appropriate test measures for assessment of knowledge's skills and attitudes. b. steps in the preparation of criterion-referenced tests. 1.1. open forum P.M 1. workshop with focus on the preparation of the following: a. table of specification b. sample objective type of test items to measure cognitive, affective and psychomotor skills. Day 5 A.M 1. Lecture discussion by resource speakers on the following topics: a. evaluation of the learners use of measurements other than the</p>	<p>Same as those of day 1 of district seminar</p> <p>Same as those of day 1 of district seminar</p>	<p>Day 4</p> <p>Day 5 five day district seminar</p>	<p>appropriations from the local school; board for the five day district seminar</p> <p>From the local school board funds</p> <p>From the local school board funds</p>	<p>national awareness and consciousness, the preservation of our culture, cultural heritage and develop critical issues in the community and national issues as a whole. 2. Utilization of support instructional materials and teaching aids. at least 75% of The grade VI Teachers of Aral Pan Will</p>
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	<p>ed the skills/ knowledge's/ values relative to the following:</p>	<p>written test, b. utilization of evaluation results 1.1. open forum P.M. 2. Workshop with focus on the preparation of needed/ accurate/ up to date records and reports pertinent to heograpiya, kasaysayan at sibika instruction.</p>				<p>have been oriented/ acquired the skills/ knowledge's/ values relative to the following:</p> <ol style="list-style-type: none"> 1. Appropriate measures in assessing the learner's
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International Research Journal
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 Research Through Innovation

					local school board funds	knowledge skills and attitudes. 2. Preparation Of Adequate and congruent test items. 3. Application of measures other than written tests
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International Research Journal
IJNRD

Research Through Innovation

						for evaluat ing The Learner s. 4. Utilizati on of evaluat ion result 5. Prepar ation of needed accurate e record and reports pertine nt to heogra
						piya, Aral Pan Instruct ion.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with the summary, conclusions and recommendations of this study.

SUMMARY

This study sought to determine with the instructional needs of the Araling Panlipunan teacher at the Mangaldan National High School, Schools Division Office II Pangasinan during the school year 2019- 2020 as basis for the evolvement of a development program.

This study used both the descriptive and developmental research methods. As a descriptive study, it used the questionnaire as the main data gathering instrument as it sought to describe the instructional needs of the teachers of Araling Panlipunan at the Mangaldan National High School, Division of Pangasinan I. in terms of a. instructional strategies, b. instructional materials and c. evaluation as well as the extent the adequacy of the finally, this study sought to determine the adequacy of the proposed staff development program in terms of congruence of activities and content to the identified needs.

Frequency and the average weighted mean AWMO were compute for in answer to sub- problem numbers 1 and 3 on the instructional needs of the teachers concerned at the Mangaldan National High School and the adequacy of the proposed staff development program in terms of congruency of the strategies and of the content to the identified needs. For sub-problem 1, the statistical results were based on the evaluation of the teacher evaluation of the same group of the 7teachers and the four members of the thesis panel.

The research subjects employed in this study were the 7 teachers teaching heograpiya, kasaysaysayan at sibika and their 1 school administrator, Mangaldan National High School, Schools Division Office II Pangasinan. they represented 100% of the total population of the teachers teaching the subject included his adviser and the 7 teacher respondents for the evaluation of the proposed staff development program.

Findings

1. Instructional needs of the teachers of Araling Panlipunan in terms of instructional strategies and the extent of such needs as perceived by them and their school heads.

The teacher and their school heads were in agreement that the teachers “ much needed” as evidenced by their weighted mean which fell within the range of 2.50 to 3.24 strategies and activities, for the development of specific matter and specific learning skills.

2. Instructional needs of the teachers of Araling Panlipunan in terms of instructional strategies and the extent of such as perceived by them and their school heads

The teachers and their school heads were in agreement that the teachers “much needed” as evidenced by their weighted mean which fell within the range of 2.50 to 3.24 a. selection of materials that will promote national awareness an b. sourcing of instructional materials that will develop the critical thinking and intellectual decision making on issues in the community and national issues as a whole.

b. while the two groups of respondents differed in their perceptions on item 2, with the average weighted mean of the teacher responses being 2.45, meaning a “little need for it”, and that of their school heads being 3.19 meaning “very much needed”, the preservation of our culture heritage, has to be addressed.

c. likewise, while the two groups of respondents differed in their perceptions along four instructional materials and teaching aids with the teachers perceptions having descriptive equivalent of “much needed” of such as evidenced by the average weighted means which fell within the range of 2.50- 3.24. the overall average of the teachers’ perceptions of 2.96 and that

the school heads of 3.19 indicate that as a whole, the grade VI teachers of heograpiya, kasaysayan at sibika “much needed” the different kinds of support instructional and materials teaching aids such as pictures, maps, charts, graphics etc.

Instructional needs of the teachers of Araling Panlipunan in terms of instructional strategies and the extent of such needs as perceived by them and their school heads

a. while the teachers and their school heads varied in their perception on the teachers ‘extent of need along item 1- appropriate measures in assessing the learners’ knowledge’s skills an attitudes, the average of the weighted means of their perceptions showed 3.20 for the school heads, and 3.23 for the teachers, both with descriptive equivalent of “much needed”.

b. along item 2- application of the following criteria in evaluating the learner, the Grade 11 teacher respondents and their school heads differed in their perceptions in two of the criteria their responses showed a 2.97 from their schools heads both indicating “much needed”. As a whole therefore the teachers of Araling Panlipunan are in “much need” a. anecdotal records on cooperation, and leadership, b. observation of children as they work cooperatively in the execution of plans, an c. quality of work and projects done.

c. along item 3- adequate and congruent test items or the item bank, the average weighted means of 3.39 of the teachers an of the school heads perception, indicate “much needed”, and very needed”, respectively, respectively. The results indicate that this need has to be addressed.

d. along item 4- preparation of needs accurate records and reports pertinent to instruction in Araling Panlipunan while the teachers perceived this as “much needed” and their school heads as “very much needed”. With their average weighted means of 2.95 and 3.46 respectively, such indicate that the need has to be addressed.

e. along item 5- utilization of evaluation results, again while the grade VI teachers perceived this as “much needed” and their school heads as “very much needed” with their average weighted means of 3.00 and 3.00 respectively such also indicate that the need has to be addressed.

f. the average weighted mean of 3.00 of the grade VI teachers meaning “much needed” and 3.36 of their school heads meaning “very much needed” indicate that the Grade 11 heograpiya, kasaysayan at sibika teachers’ instructional needs along evaluation have to be addressed.

3. Staff development program for the teachers of Araling Panlipunan that may propose

The development program that may be proposed is one of that caters to the development of the teachers’ competencies in the teaching of Araling Panlipunan. This should be based on their identified instructional needs which are along instructional strategies, instructional materials, and evaluation.

CONCLUSIONS

On the basis of the finding made, the following conclusions were drawn:

1. Generally, the instructional needs of the Grade 11 heograpiya,, kasaysayan at sibika teachers in Sta. Barbara district I that need to be addressed are along the instructional strategies, instructional materials and evaluation.
2. A staff development program for the teachers of Araling Panlipunan can be evolved and such should be based on their identified needs.
3. The proposed staff development of the strategies and the content to the identified needs.

RECOMMENDATIONS

As a result of the conclusions drawn, the following recommendations are offered:

1. Since the concerns of the proposed staff development program for the teachers of Araling Panlipunan have not yet been covered by previous staff development programs conducted along this subject, this researcher should present a copy for endorsement to the schools division superintendent for the approval of its implementation in Mangaldan National High School considering that it is based on the identified instructional needs of the teachers concerns.
2. the supervisory program of the school heads should include the monitoring of the implementation by the teachers of Araling Panlipunan of what they have learned in the staff development program and of the impact of such on instruction in the subject.
3. A similar study to cover another subject area but focus on the instructional needs of the teachers may be conducted by other researchers considering the urgent need to promote quality instruction in our schools.

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APPENDICES

APPENDIX A

Permit to Conduct the Study

VIVIAN LUZ S. PAGATPATAN, Ed.D., CESO VI

Schools Division Superintendent
Schools Division Office II Pangasinan
Binalonan, Pangasinan

Dear Madam:

Greetings!

I am a graduate student of Lyceum Northwestern-University, College of Graduate Studies, Dagupan City and is currently conducting my master's thesis entitled **“Instructional Needs of Araling Panlipunan Teachers: Basis for the Evolvement of an Action Plan.”**

In this regard, may I be given permission to access data/float/distribute my questionnaire to the teachers of Mangaldan National High School in the Schools Division Office I Pangasinan as my respondents.

Your kind approval on this request will be highly appreciated.

Very truly yours,

LALAINÉ C. EDEN

Researcher

Noted:

CHRISTOPHER A. DE VERA, Ed.D.

Adviser

APPENDIX B

Letter to the Respondents

Dear Respondents,

Greetings!

I am a graduate student of Lyceum Northwestern-University, College of Graduate Studies, Dagupan City and is currently conducting my master's thesis entitled **“Instructional Needs of Araling Panlipunan Teachers: Basis for the Evolvement of an Action Plan.”**

The instrument is not a test. There is no right or wrong answer. Please respond to it honestly based on your conscience and evaluation/assessment on what is required for the item. Rest assured that your response will be treated at the strictest level of confidentiality

Thank you very much. God Bless!

Very truly yours,

LALAINÉ C. EDEN

Researcher

APPENDIX C

Questionnaire

Part I. PROFILE OF THE ARLING PANLIPUNAN TEACHERS

Name:

(Optional)

School:

Part I. PROFILE OF THE GRADE 11 TEACHER

Name:

(Optional)

a. Highest Educational Attainment

- BS Graduate
- with MA/MS units
- MA/MS Graduate
- with Phd/EdD units
- PhD/EdD Graduate

b. Position

- Teacher I
- Teacher II
- Teacher II
- Head Teacher
- Master Teacher

c. Years of Experience in Teaching

- Less than a year
- 5-9 years
- 15 years and above
- 1-4 years
- 10-14 years

a. Relevant in-service training

Instructional Needs of the Araling Panlipunan Teachers in terms of Instructional Strategies and the Extent of Such Need as Perceived School Heads

Items/Statement on the Instructional Strategies	Extent of needs			
	Very Much Needed	Much Needed	Least Needed	Not Needed
1. Strategies and activities appropriate for the development of specific subject matter in HEKASI				
2. Strategies and activities appropriate for the development of specific learning skills and objectives in the said subject				
3. Various services of information needed by the pupils				
4. Application of specific materials/procedure approaches usually used in teaching the said subject				
5. Application of techniques/strategies usually used in teaching the said subject				
6. Strategies that will awaken develop National consciousness among pupils.				
7. Strategies that will awaken desirable values and habits among pupils.				
8. Various ways and means to enhance one's professional cultural growth.				
9. Skills in relating heograpiya, kasaysayan at sibika instruction to community.				

Range

- 3.50- 4.00
- 2.50- 3.49
- 1.50- 1.49
- 0-1.49

Descriptive Equivalent

- very much needs
- much needed
- least needed
- not needed

Instructional Needs of the Araling Panlipunan Teachers in terms of Instructional Materials and the Extent of Such Needs as Perceived by School Heads

Items/Statement on the Instructional Strategies	Extent of needs			
	Very Much Needed	Much Needed	Least Needed	Not Needed
1. Selection of materials that will promote national awareness and consciousness				
2. Preparation of materials that will promote the preservation of our culture/cultural heritage				
3. Sourcing/ preparation of instructional materials that will develop the critical thinking and intellectual decision making on issues in the community and national issues as a whole.				
4. Utilization of support instructional materials and teaching aids/ visual aids such as maps, pictures, charts, graphs, bulletin board, supplementary materials and newspapers.				

3.50- 4.00	<i>Range</i>	very much needs	<i>Descriptive Equivalent</i>
2.50- 3.49		much needed	
1.50- 1.49		least needed	
0-1.49		not needed	

Instructional Needs of the Araling Panlipunan Teachers in terms of Evaluation and the Extent of Such Needs as Perceived School Heads

Items/Statement on the Instructional Strategies	Extent of needs			
	Very Much Needed	Much Needed	Least Needed	Not Needed
1. Appropriate measures in increasing the learner's: d. Knowledge e. Skills f. Attitudes/ values				
2. Application of the following criteria In evaluating the learner e. Anecdotal record on Cooperation of respondents And leadership f. Observation of children as they work cooperatively. g. Quality of work and projects alone. h. Objective tests.				
3. Adequate and congruent tests Items for the item results.				
4. Preparation of needed accurate/ Up to date records in HKS				
5. Utilization of evaluation results				

3.50- 4.00	<i>Range</i>	very much needs	<i>Descriptive Equivalent</i>
2.50- 3.49		much needed	
1.50- 1.49		least needed	
0-1.49		not needed	