



Instructional Needs Of Araling Panlipunan Teachers Basis For The Evolvment Of An Action

Researcher : LORENA G. BALCOBA

Degree: Master of Arts in Education

**Institution : Lyceum-Northwestern University
Institute of Graduate and Professional Studies**

Year : November 2024

Adviser : CHRISTOPHER A. DE VERA, Ed. D

ABSTRACT

This study sought to determine with the instructional needs of the Araling Panlipunan teacher at the Sison Central Integrated School, Schools Division of Pangasinan II during the school year 2024-2025 as basis for the evolvment 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 Sison Central Integrated School, Pangasinan II. In terms of a. instructional strategies, b. instructional materials, and c. evaluation as well as the extent of 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.

The research subjects employed in this study were the 7 teachers teaching heograpiya, kasaysayan at sibika and their 1 school administrator, Sison Central Integrated School, Schools Division of Pangasinan II.

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.

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, Jarolimiek 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 Sison Central Integrated 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 she incorporated their suggestions in the final copy. And so she came up with the output of this study- the proposed action plan of the teachers teaching Araling Panlipunan in Sison Central Integrated School.

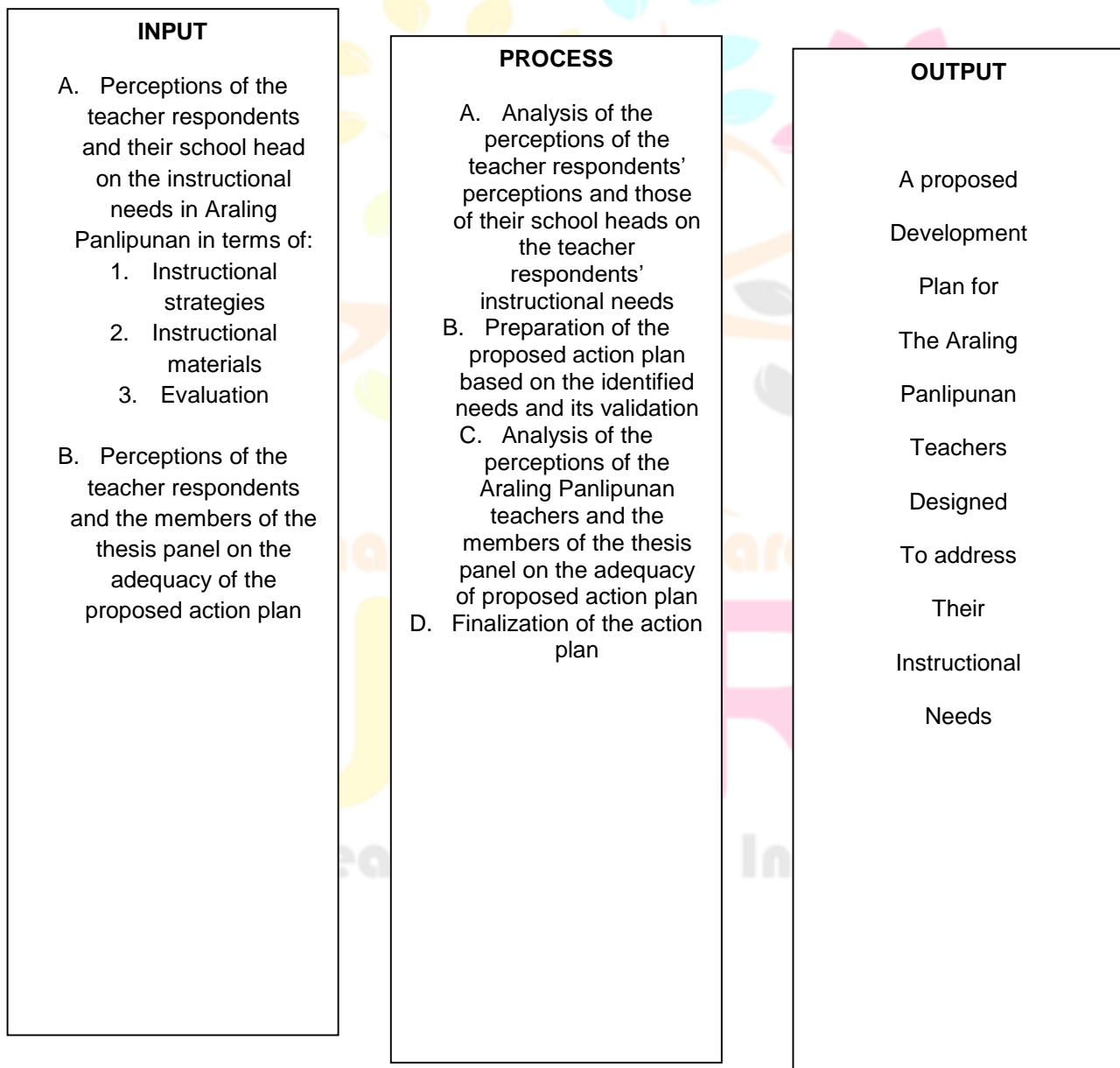


Figure 1

Paradigm of the Study

Statement of the Problem

This study sought to assess the instructional needs of the Araling Panlipunan teachers at the Sison Central Integrated School, Schools Division Office of Pangasinan II, during the school year 2022-2023.

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

1. What is the profile of the Araling Panlipunan teachers at the Sison Central Integrated School, Schools Division Office of Pangasinan II, 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 Sison Central Integrated School, during the school year 2022-2023. 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 Sison Central Integrated 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 Sison Central Integrated 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 Himself. 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.

