

**THE TEACHING OF SOCIAL STUDIES I IN THE NEW SECONDARY
EDUCATION CURRICULUM OF THE CORDILLERA
ADMINISTRATIVE REGION, 1990 - 1991**

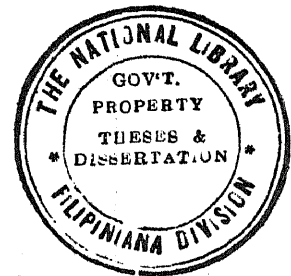
A Dissertation

Presented to

the Faculty of the Graduate School

Baguio Central University

Baguio City



**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

by

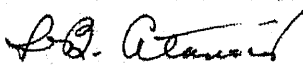
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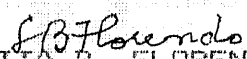
This Dissertation entitled, " The Teaching of Social Studies I in the New Secondary Education Curriculum of the Cordillera Administrative Region, 1990 - 1991", prepared and submitted by Elma Dalog Donaal, in partial fulfillment of the requirements for the degree of Doctor of Education, has been examined and is recommended for acceptance and approval for Oral Examination.


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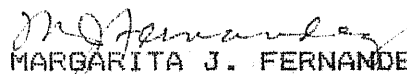

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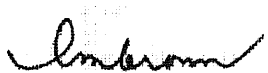

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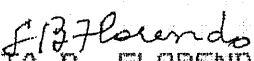
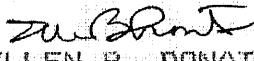

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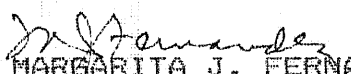
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DEDICATION

To my beloved sons, Christopher, Gaspar Elizur, and Paul Lester for their love and understanding while the research was in progress; my dear parents Paulino and Teresita for their faith in education; my brothers Maximo, Arnaldo (deceased), Rodolfo (deceased); My sisters: Rose, Linda and Letty for their moral and financial support; my in-laws, nephews and nieces for their inspiration and finally to my adviser for encouragement and assistance to the realization of this research work; this dissertation is affectionately dedicated.

Elma

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E.D.D.

ABSTRACT

TITLE: THE TEACHING OF SOCIAL STUDIES I IN THE
NEW SECONDARY EDUCATION CURRICULUM OF THE
CORDILLERA ADMINISTRATIVE REGION, 1990 -
1991

Researcher: ELMA DALOG DONAAL

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Nature and Purpose of the Study This study attempted to assess the weaknesses and strengths of the Social Studies I teaching under the New Secondary Education Curriculum in the Cordillera Administrative Region for school year 1990 - 1991.

More specifically, this study sought to answer the following problems:

1. What is the educational profile of the Social Studies I teachers in the Cordillera Administrative Region?
2. What is the status of the Social Studies I teaching with respect to:
 - a. Objective and extent of attainment?
 - b. Course content and extent of attainment?

- c. Teaching techniques and degree of use?
- d. Instructional materials and level of use?
- e. Evaluative measures and degree of use?
- f. Supervisory procedures and extent of attainment?

3. What degree of seriousness are the problems encountered in the teaching of Social Studies I in the Cordillera Administrative Region?

Considering the problems, the study came up with the following assumption:

1. The Social Studies I teachers in the Cordillera Administrative Region are educationally qualified.

2. The status of the Social Studies I teaching in the Cordillera Administrative Region differ in the extent of attainment and level of use of the six facets of Social Studies I teaching under the New Secondary Education Curriculum (NSEC).

3. The problems encountered by the Social Studies I teachers in teaching Social Studies I teachers vary in their degree of seriousness.

The study, likewise, tested the following hypotheses:

1. There is no significant difference in the status of Social Studies I teaching among the six divisions of the Cordillera Administrative Region.

2. There is no significant difference in the problems encountered in the Social Studies I teaching among the six divisions of the Cordillera Administrative Region.

Distribution of Respondents

This study involved 151 Social Studies I teachers in the six divisions of the Cordillera Administrative Region. The area of study was the teaching of Social Studies I under New Secondary Education Curriculum which started in 1989. The study covered the two year implementation of the subject.

Methodology

The normative-descriptive method was used in this study, the questionnaire checklist as the major data gathering instrument supplemented by other techniques such as personal and incidental interviews and observations of the researcher regarding the implementation of the Social Studies I teaching at the Baguio City High School.

For the treatment of the data, the following descriptive measures were used: frequency count, percentage, rank and weighted mean. The hypotheses were tested using the Fisher's t-test, Scheffes Test and the Analysis of Variance at .05 level of significance.

The criterion used for the interpretation and analysis

of data is the arithmetic mean, furthermore, calculation of indices designed to reveal the "mean value", position of each item were arrived at by multiplying the number of raw scores by the assigned numerical value in the same column, adding the products and dividing the final sum by the actual number of respondents to specific items.

Findings of the Study

The salient findings of the study are hereby enumerated:

1.a There are 66 or 43.7 percent of the Social Studies I teachers are graduates of Bachelor of Science in Education, major in History and only two (2) are Master of Education degree holder.

1.b There are only thirty nine (39) or 25.8 percent of the Social Studies I teachers have attended in-service training relevant to the New Secondary Education Curriculum and 100 percent of the respondents attended the mass training for Social Studies I teachers last April - May, 1989.

2.A.1 Of the 151 respondents, 74 or 49 percent have adequately attained the objectives in Social Studies. There are 42 or 27.8 who have very adequately attained the objectives and there are 35 or 23.2 percent who have

moderately attained the objectives.

2.A.2 The analysis of variance in the attainment of Social Studies I objectives at .05 level of significance revealed rejected the null hypotheses with a obtained F of 13.8 which is higher than the critical value of F which is 2.77.

2.A.3 In the comparison of the extent of attainment of SSI objectives in the Region, Abra and Baguio City divisions have no significant difference; Baguio City division and Benguet division show a very significant difference; Benguet and Ifugao divisions show a very significant difference; Ifugao division and Mountain Province division show no significant difference; Mountain Province division and Kalinga-Apayao division with no significant difference; on the other hand Abra division and Kalinga-Apayao division show very significant difference.

2.A.4 Baguio City Division is ranked one in the attainment of the SSI objectives with a weighted mean of 4; Abra Division is ranked 2 with a weighted mean of 3.9, Ifugao, Benguet and Mountain Province Divisions are ranked 5 with the same weighted mean of 3.6 and Kalinga-Apayao Division is ranked 6 with a weighted mean of 3.5.

2.A.5 Objective Numbers 1 and 4 are the most attained objective with the same weighted mean of 3.8; objective no.

3 is ranked 3 and objective no. 4 is ranked 4 in the Region with a weighted mean of 3.6. The total weighted mean of 3.7 fall under the qualitative valuation of "Adequately Attained".

2.B.1 Majority of the Social Studies I teachers or 56.9 percent have adequately attained the course content of Social Studies I teaching in the Region.

2.B.2 There is no significant difference in the attainment of the course content in Social Studies I with an obtained F of 2.63 at .05 level of significance since it is less than the critical value of F which is 2.77.

2.B.3 The Division of Baguio City bested the five divisions in the attainment of course content with a weighted mean of 4.

2.B.4 Chapters 1 and 2 are the most attained among the six divisions with the same weighted mean of 3.8.

2.C.1 Most of the Social Studies I teacher in the Region have sometimes use the teaching techniques in teaching Social Studies I.

2.C.2 There is significant difference in the degree of use of teaching techniques in teaching Social Studies I in the Region with an obtained F of 2.81 which is greater than the critical value of F which is 2.38 at .05 level of significance.

2.C.3 The significant difference in using the teaching techniques are found between Baguio City Division and Benguet Division, between Mountain Province and Kalinga-Apayao Divisions and between the Divisions of Abra and Kalinga-Apayao.

2.C.4 Baguio City division bested the other divisions in the Region in using the teaching techniques in teaching Social Studies I a weighted mean of 3.4 and Kalinga-Apayao division was the least to use the teaching techniques in teaching Social Studies I.

2.C.5 Expository method is the teaching techniques most use in the teaching of Social Studies I in the Region with a weighted mean of 3.5 while the least use teaching technique is the Socio-Drama model.

2.C.6 The degree of use of teaching techniques in Social Studies I teaching among the Six Divisions in the Cordillera Administrative Region fall under the qualitative valuation of "Sometimes Use" with a total weighted mean of 3.0.

2.D.1 Of the 151 respondents, 66 or 43 percent occasionally use the Instructional Materials in teaching Social Studies I in the Region.

2.D.2 There is no significant difference in the degree

of use of Instructional Materials in teaching Social Studies I among the six divisions in the Region with an obtained F of 0.270 at .05 level of significance which is less than the critical value of F which is 2.37.

2.D.3 Baguio City division ranked 1 in the degree of use of instructional materials in the Social Studies I teaching in the Region with a weighted mean of 2.6, and Abra division ranked 6 in using the various instructional materials in Social Studies I teaching.

2.D.4 The degree of use of Instructional Materials in Social Studies I teaching in the Region fall under the qualitative valuation of "Occasionally Use" with a total average weighted mean of 2.3.

2.D.5 Print Media is the most commonly use instructional materials in Social Studies I teaching in the Cordillera Administrative Region together with Maps, Globes, pictorials and graphics; the least use are documentary film, projected media, socio-drama using puppets and television and video system.

2.E.1 73 or 48.3 percent of the 151 respondents sometimes use the various Evaluative Measures in teaching Social Studies I in the Cordillera Administrative Region.

2.E.2 There is no significant difference in the level of use of the evaluative measures among the six divisions

in the Cordillera Administrative Region with an obtained F of .500 which is lesser than the critical value of F at .05 level of significance.

2.E.3 Baguio City division bested the other divisions in the level of use of the Evaluative measures in teaching Social Studies I.

2.E.4 Teacher made test is the most commonly use of the evalautive measures in the Region with a weighted mean of 4.1, while Diary and genealogy are the least use evaluative measures in the teaching of Social Studies I in the Cordillera Administrative Region.

2.F.1. There are 72 or 47.7 percent of the Social Studies I teacher in the Region who inadequately attained the supervisory procedures in teaching Social Studies I.

2.F.2 There is no significant difference in the extent of attainment of supervisory procedures in the teaching of Social Studies I among the six divisions in the Cordillera Administrative Region with an obtained F of 2.64 which is less than the critical value of F which is 2.77 at .05 level of significance.

2.F.3 The Divisions of Abra and Baguio City have moderately attained the supervisory procedures with the same weighted mean of 2.8, while Benguet, Ifugao, Mountain Province and Kalinga-Apayao divisions have inadequately

attained the supervisory procedures.

2.F.4 Team or cooperative supervision is moderately attained in all the Six Divisions in the Region, while Invitational Supervision, Vertical Supervision and Inspectional Supervision are inadequately attained.

3.1 Of the 151 respondents, 59 or 39 percent have very serious problems encountered in the teaching of Social Studies I in the Region; 71 or 47 percent have moderately serious problems encountered and at least 21 or 14 percent of the respondents have less serious problems encountered in the teaching of Social Studies I in the Cordillera Administrative Region.

3.2 There is a very significant difference in the problems encountered in the teaching of Social Studies I among the six divisions in the Region with an obtained F of 6.33 which is greater than the critical value of F with 5/36 degrees of freedom, it takes an F of 2.48 to be significant at .05 level.

3.3 Abra division and Baguio City division show a have very significant difference in the problems encountered in teaching Social Studies I in the Region; Baguio City division and Benguet division show a very significant difference; the same is true with Ifugao and

Mountain Province Divisions and Between Mountain Province and Kalinga-Apayao Divisions while Benguet and Ifugao divisions show no significant difference together with Abra and Kalinga-Apayao divisions.

3.4 All the five divisions in the Cordillera Administrative Region have moderately serious problems encountered in the teaching of Social Studies I while Baguio City division has the less serious problems met in teaching Social Studies I.

3.5 Inadequacy of reference materials and software are the problems met mostly by the Social Studies I teaching among the six divisions in the Cordillera Administrative Region and inadequacy of educational preparation is no problem.

4.1 Baguio City division is ranked 1 in the extent of attainment of Social Studies I teaching among the Six Divisions in the Cordillera Administrative Region for school year 1990 - 1991.

4.2 Kalinga-Apayao is ranked 6 in the extent of attainment of Social Studies I teaching among the six divisions in the Cordillera Administrative Region school year 1990 - 1991.

4.3 Objectives, course Content and Teaching Techniques

are the most attained in the Social Studies I teaching in the Region.

4.4 The use of Evaluative Measures, supervisory procedures and instructional materials are the least attained in the Social Studies I teaching among the six divisions in the Region.

4.5 The extent of attainment of Social Studies I teaching fall under the qualitative valuation of "moderately attained" with a total average weighted mean of 3.0.

CONCLUSIONS

Based on the findings of this study, the following conclusions are drawn:

1. The study reveals that the Social Studies I teachers in the Cordillera Administrative Region are educationally qualified because majority of them are majors in History/Social Studies, only a few are not majors but at least minors in the subject.

- a. Teachers respondents were able to attend the 28 days Mass Training of Social Studies I teachers last April and May 1989 in preparation for the teaching of Social Studies I under the New Secondary Education Curriculum and at least 39 or 25.8 percent of the teacher-respondents

attended relevant in-service training which equipped them further to teach the subject.

2. The study discloses that the status of Social Studies I teaching in the Cordillera Administrative Region differ in the extent of attainment and in the level of use of the six facets of teaching the subject.

a. The objectives of Social Studies I were all adequately attained in the Cordillera Administrative Region.

b. The Course content of Social Studies I were all adequately attained in the Cordillera Administrative Region.

c.1 There was significant difference in the teaching of Social Studies I among the six divisions in the Cordillera Administrative Region in using the Teaching Techniques.

c.2 The Teaching Techniques in Social Studies I teaching were only sometimes use by the teachers, thus effective and efficient teaching learning process are not ensured.

d. Not all the various Instructional Materials in Social Studies I teaching were utilized by the teachers to ensure a successful and complete learning among the students.

e. Not all of the Evaluative Measures in Social Studies I teaching were fully utilized by the teachers so that the students would have been exposed to the different evaluative measures in Social Studies I teaching in the Region.

f. The Supervisory Procedures in Social Studies I teaching in the Cordillera Administrative Region were inadequately attained thus assistance to the teachers were not given fully.

3.1 There was a significant difference on the degree of seriousness of problems encountered in the teaching of Social Studies I among the six divisions in the Cordillera Administrative Region.

3.2 The Social Studies I teachers in the Cordillera Administrative Region have encountered problems in teaching Social Studies I which need to be remedied to ensure "very adequate attainment" of Social Studies I teaching in the region.

RECOMMENDATIONS

On the basis of the foregoing findings and conclusions drawn, the following recommendations are offered:

1. The Teacher Training Institute (TTI) should update the curriculum offering for those majoring in Social Studies I.

Studies to jibe with the coverage under the New Secondary Education Curriculum in preparation for the full implementation by 1992.

a. More trainings, seminar-workshops should be instituted in the regional and division levels in Social Studies teaching, not only for Social Studies I teachers but including the other 3 year levels in order for all teachers in Social Studies to be abreast of the new Social Studies teaching.

2. The coordinated efforts of the Secondary Education Division in the Regional Office and the City and Provincial Divisions Officials together with the Secondary School Principals, head Teachers and Teachers concerned should help in fully attaining the Six Facets of Social Studies I teaching.

a. The realization of the 1:1 textbooks would lead to a very adequate attainment of all the objectives of Social Studies I.

b. The prompt delivery of the textbooks and dedication of the teachers concerned should help in fully attaining the course content of Social Studies I.

c.1 More follow-ups and assistance should be given to the Divisions where weakness in using the various Teaching Techniques in teaching Social Studies I in the

Cordillera Administrative Region are found.

c.2 Demonstration teaching of the different teaching techniques in teaching Social Studies I should be encouraged in school level and division level to ensure its proper execution in the classroom.

d. Various Instructional Materials recommended in teaching Social Studies I must be utilized to the fullest in order to make the teaching of the subject more functional so that students would be enthusiastic in participating in the teaching-learning process.

e. Evaluative measures in Social Studies I should be fully utilized to determine the level of attainment and as a base line for effective and efficient monitoring of the SEDP especially the Regional Achievement Test if conducted regularly and in consonance with the desired learning competencies of the subject being test.

f. There should be closer supervision utilizing the different supervisory procedures to enhance better performance of teachers especially in the Barangay or 189 High Schools where there are no principals assigned.

3.1 Closer supervision by the DECS personnel in School Division where serious problems in teaching Social Studies I have been discovered.

3.2 The purchase of software and references should be

included in the budget so as to improve instruction.

4. Finally, it is recommended that a study on the performance ratings of the Social Studies I teachers under the New Secondary Education Curriculum be conducted in the Cordillera Administrative Region to further assess the teaching of Social Studies I in the Secondary Education Development Program.

APPENDIX

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