



Instructional Strategies of Teachers and Academic Performance of Intermediate Learners in Araling Panlipunan

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ABSTRACT

The objective of this research was to determine the relationship between the instructional strategies utilized by teachers and the academic performance of intermediate learners in Araling Panlipunan (N=21). Finding shows that teachers are using a range of teaching methods to address the demands of diverse student desires and academic goals. Students performed poorly in the subject. thus, thus, the degree of use of all the instructional techniques does not greatly affect the academic work of the students the results supported the hypothesis of cognitive dissonance with Festinger of 1957. The more people believe in something, the more their views of it are. Teacher must return to a position of consonance or to achieve balance. teacher must choose methods suitable to the varied learning needs of learners.

Keywords: Instructional Strategies, Academic Performance, Teaching Methods

1. Introduction

Students' ability to learn is highly dependent on the standard of instruction. A high-quality lesson is the product of quality instructional techniques implemented to teach the learning objectives assigned to each lesson. Awareness is built on conventional assumptions and beliefs about education, so educators must update these traditional assumptions and beliefs to meet the current needs of their learners (Fabrice, 2010; Pangrazi&Beighle, 2019; Sahlberg, 2021).In the midst of globalization, schools must adapt to the emerging needs and challenges in the development of the 21st century skill-equipped and globally competent learners. There is a significant correlation between learning and innovation skills; and information, media, and technology skills; between learning and innovation skills; and life and career skills; and between information, media and technology skills; and life and career skills (Rogalan et al. 2017). In the past three decades, there have been tremendous reforms in education systems worldwide. As a result, concerns were raised by the public and educationists regarding the deteriorating standards of the educational system, (Rogalan et. Al. 2017).In the Philippines, many teachers struggle with finding out how to motivate students to learn and this is especially true when teaching AralingPanlipunan (AP), because so many students find this subject boring. They develop student interest and motivation in AP by relating relevant content and current events into their daily lives. Technology has also been a teacher's saving grace in holding the interest of all students. By combining these strategies, they can ensure that students will find a love for social studies that will ensure their academic success in the future, (Garcia 2019).

In line with the implementation of Republic Act (RA) No. 10533 or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) empower teachers to carry out quality instruction that recognizes the diversity of learners inside the classroom with the use of varied instructional learning materials and strategies to address learners learning needs across the curriculum. And provides an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process, (D.O.No. 42, s. 2016).Teachers are innovative in coming up with instructional strategies that are geared toward enhancement of the Academic Performance of the learners. Some of these instructional strategies include role playing, visualization, perspective taking, discussion, simulation, reading, web charting and the like. These instructional strategies have been used by teachers as to its effectiveness (Villmar, 2015).Despite the practices by teachers in teaching AP, it has been a common observation that intermediate learners of South District VI of Cebu City Division of S.Y. 2018-2019 in their quarterly test result of AP during 2nd quarter it has only 51.37 MPS and 47.63% in 3rd quarter. The proficiency level of two quarter examination falls under average mastery level. Teachers are presented with the real challenge in order to

come up improve the delivery of instruction in order to improve the performance in AP. As a Grade 4 teacher, it is important to identify the instructional strategies utilized by the teacher in teaching AP to the intermediate learners to come up with enhancement plan. Hence, the study is undertaken with the instructional strategies of teachers and academic performance of intermediate learners in AP.

2. Background of the Study

The study is anchored on theory of instructional strategy by Gagne (1987). It is a theory that offers an explicit guidance on how to better help people learn and develop. It provides insights about what is likely to happen and why with respect to different kinds of teaching and learning activities while helping indicate approaches for the evaluation. Instructional designers focus on how to best structure material behaviour to facilitate learning. Instructional theories identify what instruction or teaching should be like. It outlines strategies that an educator may adopt to achieve the learning objectives. Instructional theories are adapted based on the educational content and more importantly the learning styles of the students. They are used as teaching guidelines/tools by teachers/trainers to facilitate learning. Instructional theories encompass different instructional methods, models and strategies. This theory stipulates that there are several different types or levels of learning. The significance of these classifications is that each different type requires different types of instruction. Gagne (1987) identifies five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. Different internal and external conditions are necessary for each type of learning. For example, for cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems; to learn attitudes, the learner must be exposed to a credible role model or persuasive arguments. Gagne suggests that learning tasks for intellectual skills can be organized in a hierarchy according to complexity: stimulus recognition, response generation, procedure following, use of terminology, discriminations, concept formation, rule application, and problem solving.

3. Objective of the Study

The purpose of this study is to determine the relationship between the instructional strategies utilized by teachers and the academic performance of intermediate learners in AralingPanlipunan of South District VI of Cebu City Division. Specifically, it answers the following questions; the profile of the respondents, extent of instructional strategies utilized by teachers in terms of differentiated instruction, technology-aided instruction, and use of visual aids and the proficiency level of learner's academic performance in AP.

4. Methodology

This research utilized the a descriptive-correlational design by Camorin (2010) in the gathering of important data relevant to the study. It is a designed used to collect and analyse data and measure the two variables of the study the: instructional strategies employed by the teachers in teaching AP and the academic performance of intermediate learners. It will make use of the survey questionnaire on the profile of teachers teaching AP in terms of highest educational attainment; teaching experience; and related seminars and trainings attended. The extent of instructional strategies utilized by teachers in teaching AP in terms of differentiated instruction; technology-aided instruction; and use of visual aids. And the proficiency level of learners' academic performance. The responses will be subjected to presentation, analysis and interpretation of data of instructional strategies utilized by the teachers in teaching AP and proficiency level of learner's academic performance of South District VI of Cebu City Division. Moreover, the study was conducted at South District VI of Cebu City Division. The researcher chose the three schools under this District namely: Babag Integrated School, Banawa Elementary School and Guadalupe Elementary School for accessibility of information and the schools having average mastery level in proficiency level of academic performance in AP. The participants of the study were the teaching intermediate classes in AP. And two teachers taken from Banawa Elementary School, eight teachers in Babag Elementary School and fifteen teachers from Guadalupe Elementary School and three school heads from the three schools a total of twenty-eight participant of the said undertaking. They were chosen through purposive sampling that they are willing to participate and answer the research questions and provide data on the academic performance of the intermediate learners in AP.

The instrument of this study is a self- designed survey questionnaire has three parts to answer the specific problems by the researcher. The first part is the profile of teachers teaching AP focus on highest educational attainment, teaching experience and related seminars and trainings attained. The second part is the extent of instructional strategies utilized by teachers in teaching AP such as differentiated instruction; technology-aided instruction and use of visual materials. The information of data was taken from different sources as follows for differentiated instruction –M, Guido 2017 article 20 “Differentiated Instruction Strategies, technology aided instruction- Richards J.L. 2018, Technology aided instruction and intervention to teach Grade level and use of visual aids- S. McGuire 2018 Types of Visual Aids for Learning. And with the technical assistance from the three-research expert from universities in Cebu City to test the validity of self –design questionnaire. And it is rated as well utilized (4) utilized; (3) less utilized; (2) and never utilized (1). The third part is the table for gathering the data of Learners Academic Performance in AP during the 2nd and 3rd quarter test result of S.Y. 2018-2019 to determine the proficiency level. The level of proficiency will be based on the numerical grades earned by the students in a particular quarter and at the end of the school year. The Beginning (B) level will be given to students with numerical grades of 74 percent and below; Developing (D) level for those with grades of 75 to 79 percent; Approaching Proficiency (AP) for those with grades 80 to 84 percent; Proficient (P) for those with grades 85 to 89 percent; and Advanced (A) for those with 90 percent and higher.

5. Results and Discussions

The profile of the teachers is determined which includes their highest educational attainment, teaching experience, and related seminars and trainings attended. The frequency and percentage are utilized and the results are shown in Table 1.

Table 1. Profile of the Teachers

Highest Educational Attainment	Frequency	Percent (%)
With Units in Doctorate Degree	1	4.76
Master's Degree Holder	5	23.81
With Units in Masters	10	47.62
Bachelor's Degree	5	23.81
Teaching Experience		
Less than 3 years	14	66.67
3-6 years	6	28.57
More than 6 years	1	4.76
Hours of Seminars and Trainings Attended		
None	16	76.19
Less than 40 hours	1	4.76
40-80 hours	2	9.52
More than 80 hours	2	9.52

Note. n = 21.

In terms of the highest educational attainment, the results reveal that many of the teachers teaching AralingPanlipunan class have units in their master's degree. This indicates that most of the teachers did pursue graduate studies for professional growth and development. Moreover, one of the teachers stressed that the teachers are motivated to continue their studies due to the fact that this is part of the requirements for promotion. While, in terms of teaching experience, majority of the teachers have been in the teaching profession for less than 3 years. This connotes that most of them are new to the field of teaching in the public school. Further, the results indicate that most of the teachers are still in the adjustment period. Meanwhile, in terms of hours of relevant seminars and trainings attended, most of the teachers have not attended any seminars and trainings relevant to the teaching of Social Studies in secondary education. This indicates that most of the teachers are not updated on the trends and issues in teaching the subjects. Moreover, the need to have professional enhancement is not given emphasis and importance by the department. Besides, one of the teachers stressed that during the In-Service training the topics tackled were not related to Social Studies teaching.

Table 2. Utilization of Differentiated Instruction

Activities	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. Creating learning station	3.62	0.50	Highly Utilized
2. Use task card	3.29	0.56	Highly Utilized
3. Interview of Learners	3.52	0.60	Highly Utilized
4. Target different senses within the lesson	3.38	0.67	Highly Utilized
5. Sharing of experiences	3.48	0.81	Highly Utilized
6. Use of think-pair-share	3.19	0.75	Utilized
7. Make time for journaling	2.80	1.11	Utilized
8. Implement reflection and goal setting exercises	3.38	0.67	Highly Utilized
9. Run literature circle	3.24	0.83	Utilized
10. Offer different types of free study time	3.19	0.75	Utilized
11. Grouping of learners with similar learning styles	3.58	0.61	Highly Utilized
12. Give different sets of reading comprehension activities	3.24	0.83	Utilized
13. Assigned open-ended project	3.25	0.97	Utilized
14. Encourage students to proposed ideas for their project	3.24	0.77	Utilized
15. Analyse differentiated instruction strategy on a regular basis	3.43	0.81	Highly Utilized
16. Teach up	3.16	0.83	Utilized
Factor Mean	3.31	0.77	Highly Utilized

Note. n = 21. 1.00-1.75 – Never Utilized; 1.76-2.50 – Less Utilized; 2.51-3.25 – Utilized; 3.26-4.00 – Highly Utilized.

As shown in Table 2, most of the teachers highly utilized the strategies such as creating learning station, grouping learners with similar learning styles, interview learners, and sharing of experiences. This indicates that the teachers show the importance of the activities which encouraged the students to be involved in the delivery of the lesson. In addition, differentiated instruction makes the teaching learning process more effective since the students are taught using their preferred learning styles. However, most of the teachers only utilized the strategies such as make time for journaling, teach up, offer different types of free study time, and use think-pair-share. This connotes that the teachers mostly prefer activities or strategies which are more engaging to the students. For instance, journal writing is only good for linguistically intelligent learners but not appropriate for non-linguistically intelligent students. Moreover, the students preferred those activities which motivate them to be involved like creating learning stations. Learning stations engage students to work on different tasks simultaneously in a classroom and rotate through them to learn content or skills related to the topic being delivered. In general, the teachers highly utilized the differentiated instruction through the different differentiated activities. This stresses that the teachers recognized students varying background knowledge, readiness, language, preferences in learning, interests, and on how to react responsively. Galimba (2019) averred that differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. In addition, Tomlinson (2003) indicated that it is a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interest, and learning profiles.

Table 3. Utilization of Technology-Aided Instruction

Activities	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. Use of audio materials in teaching	3.61	0.70	Highly Utilized
2. Use projectors and laptop during teaching-learning process	3.71	0.72	Highly Utilized
3. Use Led TV for teaching instruction	3.71	0.72	Highly Utilized
4. Use E-classroom for learning instruction	3.62	0.92	Highly Utilized
Factor Mean	3.67	0.76	Highly Utilized

The Table 3 shows the extent of utilization of the teachers on the activities under technology-aided instruction. There are four (4) indicated activities which the teachers might utilize in the teaching of Social Studies to the secondary students. Further, the extent of utilization is categorized into four (4) form highly utilized up to never utilized. As shown in Table 3, most of the teachers highly utilized the technology-aided activities such as the use of projectors and laptop during teaching-learning process, LED TV for teaching instruction, E-classroom for learning instruction, and audio materials in teaching. This explicates that most of the teachers are really utilizing technology to make the delivery of the lesson easy and convenient to the part of the teachers. Moreover, modern technologies are highly utilized to cater students with diverse intellectual abilities. For instance, the use of LED TV caters learners with different learning styles which made the teaching learning process effective. In general, the teachers highly utilized the technology-aided instruction in the teaching of AralingPanlipunan to the secondary learners. Hedges and AFIRM Team (2017) averred that technology-aided instruction stresses the use of technology as the central feature supporting the acquisition of a goal for the students like acquiring skills in a particular topic.

Table 4. Utilization of Visual Strategy

Activities	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. Presence of educational posters to inspire learners with invited colors	3.71	0.46	Highly Utilized
2. Use of infographic to simplify complex information	3.52	0.75	Highly Utilized
3. Educational charts are visible to make data accessible	3.40	0.82	Highly Utilized
4. Student assessment reports with an approachable design	3.29	0.64	Highly Utilized
5. Presence of classroom checklist to keep learners, teachers, and parents on track.	3.35	0.49	Highly Utilized
6. Presence of newsletters to get learners, parents, and teachers excited about events.	3.38	0.67	Highly Utilized
7. Attractive calendar of activities must be posted in conspicuous places to keep them informed.	3.57	0.68	Highly Utilized
8. Presence of updated lesson plan to inspire other educators	3.76	0.54	Highly Utilized
Factor Mean	3.50	0.65	Highly Utilized

The Table 4 shows the extent of utilization of the teachers on the activities under visual strategy. There are eight (8) indicated activities which the teachers might utilize in the teaching of AralingPanlipunan to the secondary students. Further, the extent of utilization is categorized into four (4) from highly utilized up to never utilized. As shown in Table 4, most of the teachers highly utilized the activities such as the presence of updated lesson plan to inspire other educators, educational posters to inspire students, posting attractive calendars, and use of infographic to simplify complex information. This connotes that the teachers make use of visuals to simplify the transfer of information. In addition, visuals are used in order for the students to better understand the topic being presented. This can also be a very powerful tool to enhance the impact of one's presentation of the topic. In general, the AP teachers highly utilized the visual strategy in the delivery of the lessons. Studies indicated that visuals are devices which can be used to make the learning experience more real, more accurate, and more active. Cuban (2001) stressed that in psychology 83% of what is learned by the students is from the sense of sight. Thus, visuals play a very important role to the students learning of concepts in AP.

Table 5. Academic Performance of the Students in AralingPanlipunan

Variable	Mean	SD	Skewness	Interpretation
Division Unified Test	38.97	12.08	0.50	Did not Meet the Expectation

Note. Below 75% - Did not meet the Expectation; 75-79% - Fairly Satisfactory; 80-84% - Satisfactory; 85-89% - Very Satisfactory; 90-100% - Outstanding.

The tabular values reveal that all of the students (based on MPS) did not meet the expected 75% performance in the Division Unified Test (DUT). This explicates the lack of mastery of the students on the lessons their teachers taught them in the subject AralingPanlipunan. Furthermore, the skewness value (SK=0.50) indicates that most of the students performed lower than the mean performance. This indicates that most of the students are performing undesirable in the subject. The performance of the students in the subject shows that most of the teachers failed to achieve the 75% acceptable level of proficiency. One of the teacher-respondents stressed that most of the students did not give the subject much importance compared to the other subjects. He even added that most of the students find the subject boring thus, eventually affect their performance.

Table 6. Relationship between the Teachers' Profile and the Instructional Strategies and Academic Performance of the Learners

Variables	X^2 -value	p-value	Decision	Interpretation
HEA & DI	2.625 ^a	.453	Fail to Reject Ho	Not Significant
TE & DI	1.464 ^a	.481	Fail to Reject Ho	Not Significant
STA & DI	1.664 ^a	.435	Fail to Reject Ho	Not Significant
HEA & TAI	2.718 ^a	.843	Fail to Reject Ho	Not Significant
TE & TAI	1.340 ^a	.855	Fail to Reject Ho	Not Significant
STA & TAI	1.163 ^a	.884	Fail to Reject Ho	Not Significant
HEA & VS	5.775 ^a	.449	Fail to Reject Ho	Not Significant
TE & VS	.875 ^a	.928	Fail to Reject Ho	Not Significant
STA & VS	1.544 ^a	.819	Fail to Reject Ho	Not Significant
HEA & OU	1.918 ^a	.590	Fail to Reject Ho	Not Significant
TE & OU	1.710 ^a	.425	Fail to Reject Ho	Not Significant
STA & OU	1.419 ^a	.492	Fail to Reject Ho	Not Significant
HE & AP	6.150 ^a	.105	Fail to Reject Ho	Not Significant
TE & AP	.529 ^a	.767	Fail to Reject Ho	Not Significant
STA & AP	5.118 ^a	.077	Fail to Reject Ho	Not Significant

Note. Significant if p-value < α (0.05). HEA – Highest Educational Attainment. TE – Teaching Experience. STA – Seminars and Trainings Attended. DI – Differentiated Instruction. TAI – Technology-Aided Instruction. VS – Visual Strategies. OU – Overall Utilization. AP – Academic Performance.

Profile and Utilization of Technology-aided Instruction. The results reveal that the profile of the teachers such as highest educational attainment, teaching experience, and seminars and trainings attended do not have significant relationship with the extent of utilization of the technology-aided instruction in teaching AP subjects ($p > 0.05$). This indicates that profile of the teachers has nothing to do with the utilization of the activities under technology-aided instruction. Profile and Utilization of Visual Strategy. The results reveal that the profile of the teachers such as highest educational attainment, teaching experience, and seminars and trainings attended do not have significant relationship with the extent of utilization of the visual strategy in teaching AP subjects ($p > 0.05$). This indicates that profile of the teachers has nothing to do with the utilization of the activities utilizing visual strategy. Profile and Overall Utilization of the Instructional Strategies. The results reveal that the profile of the teachers such as highest educational attainment, teaching experience, and seminars and trainings attended do not have significant relationship with the extent of utilization of the instructional strategies in teaching Social Studies subjects ($p > 0.05$). This indicates that profile of the teachers has nothing to do with the utilization of the instructional strategies.

Teachers' Profile and Students' Academic Performance. The results reveal that the profile of the teachers such as highest educational attainment, teaching experience, and seminars and trainings attended do not have significant relationship with the academic performance of the students in Social Studies subjects ($p>0.05$). This indicates that profile of the teachers has nothing to do with the students' academic performance in the subject.

Table 7. Relationship between the Utilization of the Instructional Strategies and the Academic Performance

Variables	r-value	p-value	Decision	Interpretation
AP & DI	-0.056	0.811	Fail to Reject Ho	Not Significant
AP & TAI	0.049	0.831	Fail to Reject Ho	Not Significant
AP & VS	-0.007	0.976	Fail to Reject Ho	Not Significant
AP & OU	-0.036	0.875	Fail to Reject Ho	Not Significant

Note. Significant if $p\text{-value}<\alpha(0.05)$. AP – Academic Performance. DI – Differentiated Instruction. TAI – Technology-Aided Instruction. VS – Visual Strategy. OU – Overall Utilization

Utilization of Instructional Strategies and Academic Performance. The results reveal that the extent of utilization of the instructional strategies of the teachers has no significant relationship with the academic performance of the students in AralingPanlipunan subject ($p>0.05$). This indicates that the utilization of the teachers of the differentiated instruction, technology-aided instruction, and visual strategy has nothing to do with the academic performance of the students.

6. Conclusion

Based on the findings of the study, the researcher concludes that the teachers teaching AralingPanlipunan have been utilizing the different instructional strategies to cater the diverse learners with various preferences, readiness, interest, and learning profiles. However, the students performed academically poor in the subject. Hence, the degree of utilization of the various instructional strategies does not significantly contribute to the academic endeavors of the students. The findings confirmed the theory of cognitive dissonance by Festinger of 1957 deals with the relationship that varies between perceptions ones has about himself and his environment. When perceptions support each other, there is a common relationship. Therefore, teacher must engage in coping behavior to regain a condition of consonance or equilibrium. He/ she must select appropriate strategies suited to the learning needs of diverse learners.

7. Recommendations

In the light of the findings and conclusion the researcher would like to recommend the following:

1. The utilization of the enhancement program to address the problems of the students in their academic endeavor in AralingPanlipunan subjects;
2. The administrators may come up with policy that encourages the AralingPanlipunan teachers to do remedial teaching;
3. The teachers teaching AralingPanlipunan subjects must be encouraged to participate in seminars and trainings relevant to the subject.

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