



Social Studies Pedagogies of High Performing Secondary Schools

Dr. Gregg O. Siat

Biliran Province State University, Naval, Biliran Philippines

ABSTRACT

The study generally aimed to determine the efficacy of the Social Studies pedagogies of high performing secondary schools in Leyte Division. Data gathered through a survey of Social Studies teacher-respondents from high performing secondary schools. A standardized questionnaire and FGD was used to gather information from the Social Studies teachers of Leyte Division regarding their pedagogies employed during the teaching-learning process. The National Achievement Test result was used in determining the high performing secondary schools of the division. The data were analysed and interpreted with the aid of the statistical tool. Weighted mean was used for the pedagogies employed by the teachers in Social Studies of both high and low performing secondary schools. As a result of the survey conducted data gathered were the following: Social studies teachers in high performing schools rated needs assessment most of the time with a mean of 4.11, professional growth scored with a mean of 4.52 interpreted as most of the time, classroom culture has a mean of 4.57 which signifies most of the time, strategy rated most of the time with a mean of 4.11, resource management 4.51 interpreted as most of the time, problem solving has a mean of 4.26 which signifies most of the time and orchestration with a mean of 4.11 interpreted as most of the time. Majority of the teacher-respondents rated themselves 4 and above which indicates that the social studies teachers employed effective teaching strategies most of the time.

Keywords: Social Studies; Pedagogies; High Performing Secondary Schools

1.Introduction

Students of today's generation need special attention. Thus, educators must be versatile and equipped with the different competencies to address students' intelligence level. Classroom instruction must be done in a discovery approach to let the students experience and relate the lessons to their day to day life situations. With this view of teaching, educators must accept changes as their challenge towards the attainment of better education. It is high time for them to grow professionally to serve as an effective partner in developing young personalities who will soon become leaders ready to offer their services for the progress and development of their fatherland.

It is indeed a reality that teaching is a thorny task. It requires unfathomable patience to reach the ultimate goal of the Department of Education (DepEd) which is to attain "quality education". This dream will come into reality through the active responses of the internal and external stakeholders of the school. Thus, community relationship is strongly developed to assure cooperation and participation of all activities sponsored by the school. They are considered as our partners in our quest for a better and responsive learning institution that will answer the needs and aspirations of our students.

As educators, we should always exhibit our love for our students through setting example. We should not pay lip service by saying we love our students but in reality, we do not show our love for them. Let us take time to love our students and also to be loved by them. As the saying goes, love begets love and so we should always strive to manifest our love to teaching as a profession.

As cited by Licuanan (2008), teachers' development will not happen by chance or as a result of all the goodwill in the world. It can only happen as a result of systematic planning and programming based on a genuine awareness of and appreciation for the basic development stages in a teacher's career from the time he joins the faculty as a young graduate to the time of retirement. Faculty development programs also involve a serious investment of finance, time, effort, resourcefulness and political will. But all good investments into faculty development will bring significant returns.

The Division of Leyte, known to be the biggest division in the whole country is presently composed of 116 public secondary schools. Considering its geographical area, Leyte Division has five congressional areas further grouped into 24 clusters in which each cluster is composed of five or six secondary schools having its own cluster head.

The academic performance of secondary schools in the division is determined through the National Achievement Test (NAT) result. The NAT MPS of the division has been far below the target of 75% in five subject areas, namely: English, Science, Math, Filipino, and Social Studies.

Through this study, the teachers will be able to identify which teaching strategies work well and be retained to meet the students' academic needs and which ones to be improved in order to offer immediate solution to the decreasing National Achievement Test (NAT) performance of the schools. Hence, the researcher was motivated to pursue this study.

Objectives of the Study

Specifically, the study aimed to:

1. Determine the pedagogical profile of Social Studies teachers of high performing secondary schools in line with:
 - 1.1 needs assessment;
 - 1.2 professional growth;
 - 1.3 classroom culture;
 - 1.4 strategy;
 - 1.5 problem solving; and
 - 1.6 orchestration
2. Highlight the characteristic features of the pedagogies employed by the teachers in Social Studies of high performing secondary schools.

2. Methodology

A descriptive-survey research was utilized in this study to determine the social studies pedagogies of high performing secondary schools. A standardized questionnaire was used to gather the needed data of and on the other hand, Focus Group Discussion (FGD) was conducted to validate teachers' responses. Data were analysed and summarized using weighted means as the primarily tool for the data analysis.

3. Results and Discussion

A. PEDAGOGICAL PROFILE OF THE SOCIAL STUDIES TEACHERS OF HIGH PERFORMING SECONDARY SCHOOLS

Table 1. Needs Assessment Pedagogical Profile of the Social Studies teachers

Pedagogies	Weighted Mean	Interpretation
Plans units of instruction.	4.22	Most of the time
Plans instruction at a variety of cognitive levels.	4.00	Most of the time
Can state learners outcomes and student course objectives in behavioural terms.	4.11	Most of the time
Has realistic expectations for the learning process.	3.66	Most of the time
Gathers, organizes, and evaluates pertinent information about students for effective instruction.	4.33	Most of the time
Identifies and evaluates learning problems of students in content area being taught.	4.11	Most of the time
Keeps informed of current professional subject area and curricular learning materials/resources available.	3.78	Most of the time
Knows how to select, organize and use appropriate instructional materials and equipment facilitate learning activities.	4.22	Most of the time
Uses criteria and effective procedures for determining student achievement and learning objectives.	4.33	Most of the time
Selects/develops appropriate assessment techniques and instruments for instructional activities.	4.33	Most of the time
Average Weighted Mean	4.11	Most of the time

The table clearly shows that the weighted means of the responses of the Social Studies teachers with regards to "needs assessment" pedagogy ranges from 3.66 to 4.33 interpreted as "most of the time". It has also an average weighted mean of 4.11 interpreted as "most of the time". It further shows that the respondents need assessment most of the time.

Table 2. Professional Growth Pedagogical Profile of the Social Studies teachers

Pedagogies	Weighted Mean	Interpretation
Accepts responsibility.	4.89	Always
Evidences cooperation with others.	4.89	Always
Acts as an appropriate model in terms of ethics, attitudes and values.	4.67	Always
Attends teachers and other professional meetings.	5.00	Always
Understands and follows school laws, policies and procedures.	4.78	Always
Enrol graduate studies.	3.44	Sometimes
Attends in-service trainings, conferences and workshops.	4.00	Most of the time
Average Weighted Mean	4.52	Most of the time

With regards to the teachers' professional growth, majority of their responses were interpreted as "always" with weighted means that ranged from 4.67 to 5.00. The last two statements were interpreted as "sometimes" and "most of the time" with weighted means of 3.44 and 4.00 respectively. The average weighted was 4.52 interpreted as "most of the time". It further shows that respondents grow professionally and have attended seminars, trainings, conferences, and workshops most of the time.

Table 3. Classroom Culture Pedagogical Profile of Social Studies teachers

Pedagogies	Weighted Mean	Interpretation
Gives clear directions and explanations.	4.78	Always
Motivate students to ask questions.	4.44	Most of the time
Uses questions that lead students to analyse, synthesize, and think critically.	4.22	Most of the time
Accepts varied student viewpoints or ask students to extend or elaborate.	4.44	Most of the time
Demonstrates proper listening.	4.78	Always
Provides feedback to learners on their cognitive performance.	4.56	Always
Express a positive personal attitude toward the teaching profession.	4.78	Always
Average Weighted Mean	4.57	Always

As to the classroom culture, it can be noted that out of seven statements, four were interpreted as "always" with weighted means ranging 4.56 to 4.78; while three were interpreted as "most of the time" with weighted means 4.22 to 4.44. The average weighted mean was 4.57 interpreted as "always". It further shows that the classroom culture of the Social Studies teachers are always displayed.

Table 4. Strategy Pedagogical Profile of Social Studies teachers

Pedagogies	Weighted Mean	Interpretation
Uses a variety of instructional strategies.	4.00	Most of the time
Uses a convergent and divergent inquiry.	3.78	Most of the time
Establishes transitions and sequences in instruction which are varied.	3.89	Most of the time
Demonstrates ability to work with individuals, small groups and large groups.	4.67	Most of the time
Provides learning experiences.	4.22	Most of the time
Adjusts components of the learning environments.	4.11	Most of the time
Average Weighted Mean	4.11	Most of the time

The table reveals that the respondents' strategies were displayed most of the time with an average weighted mean of 4.11. Out of the six statements, five were interpreted as "most of the time" with weighted means ranging from 3.78 to 4.22; while the statement that says, "demonstrates ability to work with individuals, small groups and large groups" has a weighted mean of 4.67 interpreted as "always".

Table 5. Resource Management Pedagogical Profile of the Social Studies teachers

Pedagogies	Weighted Mean	Interpretation
Classroom was structured to enhance learning.	4.78	Always
All necessary visual aid/instructional materials were prepared ahead of time.	4.44	Most of the time
Board work was prepared before classes started.	4.00	Most of the time
Teacher was flexible in his/her time management.	4.67	Always
Implements an effective classroom management system for positive student behaviour.	4.67	Always
Average Weighted Mean	4.51	Most of the time

It can be gleaned from the table that out of five responses, three were interpreted as “always” with weighted means, 4.67 to 4.78; while two were interpreted as “most of the time” with weighted means, 4.00 and 4.44. The average weighted mean was 4.51 interpreted as “most of the time”. It further shows that the respondents demonstrate resource management most of the time.

Table 6. Problem Solving Pedagogical Profile of the Social Studies teachers

Pedagogies	Weighted Mean	Interpretation
Develops and demonstrates problem solving skills.	4.11	Most of the time
Modifies instructional activities to accommodate identified learner needs.	4.11	Most of the time
Decides/solve students’ problems without hesitation.	4.56	Most of the time
Average Weighted Mean	4.26	Most of the time

As shown in the table, the problem solving pedagogy got weighted means of 4.11 and 4.56 and has an average weighted mean of 4.26 interpreted as most of the time. It further shows that the respondents demonstrate and develop problem solving skills most of the time.

Table 7. Orchestration Pedagogical Profile of the Social Studies teachers

Pedagogies	Weighted Mean	Interpretation
Uses teaching approaches that will cater the needs of students.	4.33	Most of the time
Uses Multiple Intelligences in addressing students learning style.	3.89	Most of the time
Average Weighted Mean	4.11	Most of the time

As reflected, orchestration pedagogy has a weighted means of 4.33 and 3.89 and has an average weighted mean of 4.11, all interpreted as “most of the time”. It further shows that the respondents use approaches that cater the needs of students; at the same time, they also use multiple intelligences in addressing students’ learning style most of the time.

B. CHARACTERISTIC FEATURES OF THE PEDAGOGIES EMPLOYED BY THE SOCIAL STUDIES TEACHERS

Pedagogies	AWM	Interpretation
A. Professional Growth		
Accepts responsibility.	4.89	Always
Evidences cooperation with others.	4.89	Always
Acts as an appropriate model in terms of ethics, attitudes and values.	4.67	Always
Attends teachers and other professional meetings.	5.00	Always
Understands and follows school laws, policies, and procedures and their effects on teachers and teaching including professional conduct standards.	4.78	Always
B. Classroom Culture		
Gives clear directions and explanations.	4.78	Always
Demonstrates proper listening.	4.78	Always
Provides feedback to learners on their cognitive performance.	4.56	Always
Expresses a positive personal attitude toward the teaching profession.	4.78	Always
C. Strategy		
Demonstrates ability to work with individuals, small groups and large groups.	4.67	Always

D. Resource Management		
Classroom was structured to enhance learning.	4.78	Always
Teacher was flexible in his/her time management.	4.67	Always
Implements an effective classroom management system for positive student behaviour.	4.67	Always
Overall Weighted Mean	4.76	Always

It can be observed that out of seven pedagogies, only four, namely: professional growth, classroom culture, strategy and resource management were rated by the Social Studies teachers as “always” which manifest that they used these pedagogies in teaching the subject to the best of their ability.

With regards to needs assessment, they started their objectives of the lesson in a behavioural manner considering the three domains of learning. They evaluated the performance of their students with the use of paper and ball pen technique. Reporting of student s’ performances was done through a PTA meeting highlighted with CARD Day by the school one week after the periodic examinations. This is done for parents awareness of the status of their children in school.

In relation to professional growth, some Social Studies teachers had Saturday classes for professional upliftment but majority of them were not engaged in any professional activities due to time constraint.

Relevant to instructional pedagogies; most likely, they used the share pair strategy. The sequence of activities they did during instruction started with a review followed by motivation, presentation, generalization, evaluation and giving of assignments or homework.

As regard to their school resources management, they used it with care and proper precautionary measures for sustainability.

The Social Studies teachers reported that they adapted Gardner Multiple Intelligences Theory in tapping the varied learning styles of their students and therefore, they suggested having homogenous sectioning.

With regards to the alarming NAT results of the Division, they commented that students’ performance in Social Studies of the entire Leyte Division will be improved if and only if, the teachers will be exposed to experience trainings related to the subject taught to assess teaching-learning competencies and be acquainted with the new pedagogies in teaching. Likewise, teachers assigned to teach the subject must be in line with their field of specialization. They also suggested that they must be given attention through promotion and enjoy what the other subject teachers enjoyed to increase their commitment and dedication to service.

It has an overall weighted mean of 4.76 interpreted as always which further shows that the Social Studies teachers of high performing secondary teachers always employed the different teaching pedagogies.

4. Conclusion

Based on the findings of the study it is safe to conclude that most of the Social Studies teachers of high performing secondary schools have high scores in the pedagogies they have employed during the teaching-learning process.

5. Recommendation

On the basis of the findings and conclusions, the subsequent recommendations were known:

1. Professional growth of teachers must be given attention. School Principal should motivate their teachers to engage any professional activities that will uplift their teaching competencies.
2. Since school principals are empowered, they are the sole persons who have the authority to design training needs of the Social Studies teachers in order to respond to the alarming NAT result in the said subject. By doing so, Social Studies teachers will be kept abreast with the new pedagogies in teaching that could help improve students’ learning performance.
3. Constant monitoring of the teachers by the school principal must be constantly practiced to assure that all class activities must be anchored on the standard competencies of the Department of Education.

References

- Airasian, P. W. (2009). *A Perspective on the Uses and Misuses of Standardized Achievement Tests*. NCME Measurement in Education.
- Ambrosio, Villarose. (2000). *The Philippine Journal of Education*, Volume LXXIX, Number 6.
- Armitage, A. et. al. (2003). *Teaching and Training in Post-Compulsory Education*. Second Edition., McGraw-Hill Education.
- Bruner, Jerome S. (1961). “*The Art of Discovery*”, *Haward Educational Review*.
- Clark, C. M. and Peterson, P. L. (2006). *Teachers’ Thought Processes. Handbook of Research on Teaching*. New York: Mcmillian.
- Cochrane-Smith, M. & Lytle, S. (2009). *Relationships of Knowledge and Practice: Teacher Learning in Communities*. Review of Research in Education.
- Doyle, Walter. (1986). *Classroom Organization and Management. Handbook of Research on Teaching*. New York: Mcmillian.
- Eisner, Elliot W. (2000). *The Educational Imagination, On the Design and Evaluation of School Programs*, Third Edition.

- Freiberg, H. J., and Discroll, A. (2002). *Universal Teaching Strategies*. Boston: Allyn and Bacon.
- Garmston, R. & Wellman, B. (2008). *Teacher Talk that Make a Difference*. Educational Leadership.
- Greene, Maxine. (1988). "Philosophy and Teaching", in Wittrock, ed., *Handbook of Research on Teaching*. New York: Teachers College, Columbia University Press.
- Hall, William G. (2005). *Researching Learning Styles, Teaching Thinking*, Spring.
- Huitt, William G. (2005). *The Teaching-Learning Process. A Discussion of Models*.
- Lieberman, A. (2002). *Practice Makes Policy: The Tensions of School Improvement*. Chicago: University of Chicago Press.
- Licuanan, Patricia B. (2008). *Faculty Development: A Response to Development Career Needs of Teachers*, *The Philippine Journal of Education*. Volume LXXVII No. 6.
- Medley, Donald M. et.al. (1984). *Management-Based Evaluation of Teacher Performance*. New York: Longman
- Nordhaug, O. (1983). *Human Capital in Organizations: Competence, Training and Learning*, Oslo: Scandinavian University Press.
- Rogers, Carl (2003). *Freedom to Learn*. Columbus, Ohio: Merrill.
- Rosenshine and Furst (2006). "The Use of direct Observation to Study Teaching", *Second Handbook of Research on Teaching*. Chicago. Rand McNally
- Stodolsky, S. S. (2008). *The Subject Matters*. Chicago. University of Chicago Press.
- Unks, Gerald (1986). "Product-Oriented Teaching: A Reappraisal Education and Urban Society".
- Wragg, E. C. (1994). *An Introduction to Classroom Observation*. London: Routledge.