



**De La Salle University – Dasmariñas**

**GRADUATE PROGRAM**

**THE EXTENT OF THE USE OF TEACHING STRATEGIES AND  
DEVICES OF SOCIAL STUDIES TEACHERS  
IN SELECTED PUBLIC HIGH SCHOOLS  
IN DASMARIÑAS, CAVITE**

A Master's Thesis  
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the Faculty of the Graduate School of Education, Arts and Sciences  
De La Salle University-Dasmariñas,  
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In Partial Fulfillment  
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**ABSTRACT**

**Name of Institution** : De La Salle University, Dasmariñas  
**Address** : Dasmariñas, Cavite  
**Title** : **The Extent of the Use of Teaching Strategies and Devices of Social Studies Teachers in Selected Public High Schools in Dasmariñas, Cavite**  
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**STATEMENT OF THE PROBLEM:**

'The study determined the extent of the use of teaching strategies and devices of Social Studies teachers in selected Public High Schools in Dasmariñas, Cavite, school year 2001-2002.

The following specific problems were answered in the study:

1. What is the profile of Social Studies teachers in the selected Public High Schools, in Dasmariñas, Cavite?
2. What are the teaching strategies used by the Social Studies teachers in selected Public High Schools in Dasmariñas, Cavite?



3. What are the teaching devices used by the Social Studies teachers in selected Public High Schools in Dasmariñas, Cavite.

4. What is the extent of the use of teaching strategies of Social Studies teachers in selected Public High Schools in Dasmariñas, Cavite?

5. What is the extent of the use of teaching devices of Social Studies teachers in selected Public High Schools in Dasmariñas Cavite?

6. How do the Social Studies teachers in selected Public High Schools compare in the extent of the use of teaching strategies and devices?

7. Based on the findings, what will be the design of the proposed model in Social Studies that can be formulated to help maximize the use of teaching strategies and devices in the schools under study?

#### **SCOPE AND COVERAGE:**

^The study utilized the descriptive research design to analyze the extent of the use of teaching strategies and devices of the Social Studies teachers in selected Public High Schools in Dasmariñas, Cavite.

^The public schools involved were: Dasmariñas National High School-Main, Dasmariñas East High School, Dasmariñas National High School Area-G and Congressional National High School.

^The respondents of the study were 21 Social Studies teachers. In Dasmariñas National High School – Main, of the 24 population, there were 10 teacher-respondents or 47.62 per cent, in Dasmariñas East High School,



of the 10 population, there were 5 teacher-respondents or 23.81 per cent, in Dasmariñas National High School Area-G, of the 7 population there were 4 teacher-respondents or 19.05 per cent and in Congressional National High School, of the 2 population, there were 2 teacher-respondents or 100 per cent.

**METHODOLOGY:**

✓ The descriptive method was used in this study. This method was used because it is the appropriate method for the study. It deals with the analysis of the present condition and this may lead to the identification of the weaknesses or problems, for which the researcher sought solution.

In this study, descriptive method was used to determine and find out the extent of the use of teaching strategies and devices of Social Studies teachers in the selected Public High Schools in Dasmariñas, Cavite namely: Dasmariñas National High School-Main, Dasmariñas East High School, Dasmariñas National High School Area-G and Congressional National High School.

✓ This study made use of document analysis, interview and observation.  
✓ Questionnaires were utilized for further validation of data gathered. It consists of three parts.

Part I deals on the personal profile of the Social Studies teachers, which includes academic qualifications, number of years in teaching Social



Studies, seminars and training programs attended and performance rating.

Part II includes teaching strategies and teaching devices used by Social Studies teachers.

Part III includes seminars and training programs attended for school year 2001-2002.

Documentary Analysis was used in determining the performance rating of the Social Studies teachers. Performance rating of the teachers was based on the Performance Appraisal System for Teachers (PAST), school year 2001-2002.

#### **MAJOR FINDINGS:**

1. Of the 21 teacher-respondents involved in the study, as to academic qualifications, there were: 7 or 33.33 per cent were BSE Major in History, 3 or 14.28 per cent were BSE Major in other subjects, 8 or 38.10 per cent were BSE with M.A. units and 3 or 14.28 per cent were with complete academic requirements in M.A. (CARMA).
2. In the 4 schools included in the study 11 or 52.39 per cent had 1-5 years experience in teaching Social Studies, 3 or 14.28 per cent had 6-10 years another 3 or 14.28 per cent had 11-15 years, also 3 or 14.28 per cent had 16-20 years and 1 or 4.76 per cent had 21 years and above.



3. Most of the teacher – respondents in the four schools had attended the school level seminars and training programs but very few were able to attend the national level.

Social Studies teachers usually attended seminars and training programs in the school and division levels because these are easier to plan and has a lower budget (Villarojo, 1997).

4. Majority of the teacher-respondents had 17 or 80.95 per cent with very satisfactory rating and 4 or 19.05 per cent had outstanding performance rating. The teacher-respondents were doing very well more than what is expected from them.
5. Reporting method ranked first of all teaching strategies used by Social Studies teachers, ranked second is question and answer method, ranked third is role playing method, ranked fourth is lecture method, ranked fifth is concept mapping, ranked sixth is discussion method, ranked seventh is activity method and lastly ranked eight is the inductive method.
6. Pictures ranked first of all the teaching devices used by Social Studies teachers, ranked second is the use of maps, ranked third is the use of concrete objects, ranked fourth is the use of globes and textbooks, ranked sixth is the use of chart, seven point five is the use of magazines and Current Events Digests, ranked ninth is



the use of film showing, tenth clippings, eleventh posters, ranked twelfth is the use of teacher's manual and lastly ranked thirteenth is the use of television.

**CONCLUSIONS:**

The study had the following conclusions:

1. Reporting, discussion and inductive methods are always used. On the other hand, question and answer and lecture methods are oftenly used, while concept mapping, role-playing and activity methods are sometimes used.
2. Current Events Digests is always used, while pictures, maps, globes, textbooks/Batayang Aklat, concrete objects, posters, teacher's manual are oftenly used. Moreover, magazines or newspapers, clippings, chart and television are sometimes used and lastly film showing is seldom used.

**RECOMMENDATIONS:**

Based on the conclusions of the study, the following recommendations were formulated:

1. Social Studies teachers should vary in their teaching strategies and devices to avoid monotony and to make lessons more enjoyable and interesting.



2. Social Studies teachers should be encouraged to take master's studies for professional growth;
3. Teachers should be encouraged also to attend seminars and training programs to ensure better teaching performance and upgrade their competencies in teaching Social Studies;
4. A well-organized Social Studies program is needed to enrich the capabilities of teachers for using different teaching strategies and teaching devices;
5. Proper coordination with the teachers should be made by the principal, head-teachers to ensure better teaching in the subject;
6. Social Studies teachers should include in their classroom activities those that will encourage and motivate students;
7. School administrators should enrich curricular offerings and modernize library for both teachers and students;
8. Teachers should profit from the graduate course on the utilization of educational media in order to broaden their knowledge on the use of educational media and teaching aids or devices.
9. There's a need to assess Social Studies instruction in the Public High Schools in Dasmariñas, Cavite to establish its quality of instruction. Quality in education demands a good standard in teaching;





10. The teachers through the school administrators should establish linkage with the government agencies and civic organization in order to secure the needed support and assistance.
11. There should be specific budget allocation for instructional materials/devices and also for technology gadgets.

