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MANILA - CAVITE

INSTRUCTIONAL PROBLEMS SET BY
SOCIAL STUDIES TEACHERS
DASMARINAS DISTRICT I
DIVISION OF CAVITE
A SURVEY

ABSTRACT

To insure an effective Social Studies program and to attain equally desirable results, there is a need to determine and study the instructional problems in Social Studies teaching, for it is only after knowing the problems that a good program can be designed and truly effected. In so doing, teachers will be in a better position to develop concepts, skills, habits, knowledge, facts and information for children to learn in modern society.

The Problem. The main objective of this study was to determine the instructional problems set by teachers in the teaching of the New Social Studies subject in the District 1 of Dasmariñas, Cavite during the school year 1981-1982. Specifically, it sought answers to the following problems:



1. What is the professional profile of the teacher-respondents in the District of Pasarinan IV?

2. What instructional problems were encountered by Social Studies teachers on:

- a. formulation and organization of behavioral objectives,
- b. selection and organization of curriculum content,
- c. acquisition of instructional materials,
- d. preparation of lesson plans and use of instructional materials,
- e. choice and use of teaching strategies,
- f. evaluation of outcomes

3. How do the social studies teachers perceive these problems in terms of difficulty?

4. Is there a significant difference between the perceived instructional problems of teachers of Social Studies by grade levels?

5. What were the suggested solutions to each of the problems?

The Procedures

This study used the descriptive-narrative survey



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method of research. The questionnaire which was constructed and pre-tested by the researcher was the main instrument used in gathering the data needed.

There were seven elementary schools in the District 1 of Lasmarinas, Cavite which were included in this study. A random sample of 63 teachers were the respondents for this particular study. The questionnaire therefore, which was used as the main data-gathering instrument was administered to sixty three social studies teachers. The frequency count of the respondents' responses to the items of the questionnaire were treated statistically. A rating scale devised by the researcher and the same was utilized in quantifying and indetermining the degree of difficulty of the problems met by the teachers in the teaching of the "New" Social Studies Program in the District 1 of Lasmarinas, Cavite.

Findings

The major findings of this study are summarized following the order of the specific problems of this investigation:

Specific Question No. 1. What is the professional profile of the teacher-respondents in the District of



Resumes II

The majority of the respondents passed the Teachers Examination, 29 female teachers or 46.03 percent. Other Civil Service Examinations passed by the other respondents are: Professional Career, 1 male or 1.59 percent and 10 female teachers or 15.37 percent with a sum of 11 or 17.46 percent. One female teacher or 1.59 percent passed the Junior Teacher Qualifying for a total of 41 teachers with Civil Service Eligibilities for teaching. There are 22 teachers or 34.92 percent without civil service eligibility.

A great majority of the respondents are holders of Bachelor of Science in Elementary Education. There are 25 female teachers or 39.68 percent and 1 male teacher or 1.59 percent or a total of 26, or 41.26 percent. Next in number are those who finished Bachelor of Science in Elementary Education with Master of Arts units. There are 20 female teachers or 31.75 percent. For Bachelor of Science in Education with M.A. units, there are 10 or 15.76 percent female teachers. One female or 1.59 percent finished Bachelor of Science in Agriculture. Only 4 female teachers or 6.35 percent has completed the academic requirements for Master of Arts. There is one who finished Master of



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arts in Education degree. None has taken units leading to a doctoral degree.

The respondents' years of experience in teaching the elementary grades are as follows: Majority of the teachers or 27 or 42.86 percent, have teaching experiences ranging from 15 years and above. This group is composed of 1 male or 1.39 percent and 26 females or 41.47 percent. For the group 13-14 years in service, there is only 1 female teacher or 1.59 percent. Only 2 teachers or 3.17 percent have teaching experience of 11 to 12 years. The next group are those who have rendered service from 9 to 10 years with the total of 10 female teachers or 15.87 percent. There are four female teachers with a percentage of 6.35 with 7 to 8 years of experience. For the 5 to 6 years experience group, there are 10 female teachers or 15.87 percent. Other groups are 3 to 4 years with 2 female teachers or 3.17 percent and those with less than one year are 5 female teachers or 7.93 percent.

There are 5 female teachers or 7.94 percent with less than one year experience, 6 females or 9.52 percent with 3 to 4 years experience, 4 female teachers or 6.35 percent with 5 to 6 years. For 7 to 8 years experience there are 3 female teachers or 4.76 percent. The next



group are those with 9 to 10 years experience which is composed of 5 female teachers or 7.94 percent. The other groups are composed of 8 female teachers or 12.70 percent with 11 to 12 years of experience in teaching Social Studies. The other group of 13 to 14 years of experience is composed of 6 female teachers or 9.5 percent. For 15 years and above group, there is only 1 male teachers or 1.59 percent and 25 female teachers or 37.66 percent with the total of 26 teachers or 41.27.

Specific Question No. 2. What instructional problems were encountered by social studies teachers on:

- a. formulation and organization of behavioral objectives,
- b. selection and organization of curriculum content,
- c. acquisition of instructional materials,
- d. preparation of lesson plans and use of instructional materials,
- e. choice and use of teaching strategies,
- f. evaluation of outcomes!

All the six problem areas in the teaching of the "New" Social Studies Program were considered problems by the Social Studies teachers of the seven elementary schools



of Dasmariñas, District, Cavite. By rank order, No. 1 is
Problems in the Use of Teaching Strategies.

Foremost was the failure to use the Conceptual Approach due to insufficiency of teaching materials. Teachers admitted their limited background in the method of inquiry and the different processes that go with the Conceptual Approach. Another problem met was the difficulty of guiding pupils in the prediction or anticipation of things to happen in the light of generalizations.

2. Problems in the Acquisition of Instructional Materials

Undoubtedly, instructional materials are very important in bringing about an effective teaching-learning process, for the learning that results from a child's interaction with his environment is influenced to a large degree by the materials he works with.

Insufficiency of textbooks was the most prevalent problem especially the teacher in the barrier. Lack of apparatuses for the subject like slides, filmstrips, etc. The fact that the New Social Studies is modified makes it imperative to update the old courses of study.



3.5. Problems in the Formulation and Organization of Behavioral Objectives

This problem ranked no. 3.5 was arranging behavioral objectives in sequential order. The teachers lacked sufficiency in understanding of the meanings, differences and terms associated with each domain; thus, they found it difficult to arrange objectives in accordance with their domain. Affective domain, objectives, generally, present the greatest problem in the classification because they describe changes in interest, attitudes and values which are not readily observed in overt behavior. Majority of the teachers found it hard to formulate and state their objectives in behavioral terms. The degree of difficulty ranged from "difficult" to "very difficult."

3.5. Problems in the Daily Preparation of Lesson Plans and Use of Instructional Materials

The lack or unsuitability of instructional materials was serious. Some books and other instructional materials are patterned after the content of books and readers published in the other countries. A great number of teachers could easily choose appropriate materials for their lessons, but most often, for lack of other references, the teachers find it best following and carrying out suggested activities



in the guides and they always do their best to prepare for these activities with the help of the pupils.

5. Problems in the Selection and Organization of Curriculum Content

Wise selection and organization of content contribute to the fullest possible achievement of all the objectives of Social Studies. The processes prevent needless repetition and promote the use of appropriate instructional materials and the attainment of a more balanced program can be assured.

Teachers are troubled by the inadequacy, or even by the absence of practical applications of the lessons and knowledge required in the classroom and this is due to the lack of supplementary activities for so follow up and enrichment. Selecting content that develops concepts and generalizations was also a problem. Although it is not new, the method of inquiry in Social Studies which is also known as the scientific method was still not understood by many of the teachers.

6. Problems in the Evaluation of Outcomes.

The construction of valid and reliable test for the purpose of evaluating and teaching and learning outcomes



ranked No. 6 or the last of the six problem areas. Also, selecting and using appropriate evaluative tools and techniques was considered a problem.

Specific Question No. 3. How do Social Studies teachers perceive the problem in terms of difficulty?

The levels of difficulty of the six problem areas are as follows:

The most difficult is "choosing and using of teaching strategies" with a weighted mean of 2.81 (very difficult) followed by No. 2, "acquiring instructional materials" with a weighted mean of 2.68 (very difficult); No. 1.2 were "stating objectives behaviorally," and "preparing lesson plans and using instructional materials" with equal weighted means of 2.58 (difficult); No. 3 has a weighted mean of 2.32 (difficult) the area being "selecting and organizing curriculum content." No. 6 was "evaluating teaching and learning outcomes" with a weighted mean of 1.54 (less difficult).

Summing up, of the six problem areas, one is "less difficult," three are "difficult," and two are "very difficult."

Specific Question No. 4. Is there a significant difference between the perceived degree of difficulty of



instructional problems of Social Studies teachers by a) schools, b) grade levels?

The data showed that the difference between the perceived degree of difficulty of instructional problems by schools is not significant. This is supported by the statistical proof that the required value of chi square is 15.1 at .01 level of significance to establish a significant difference, and the computed chi square value is only 13.88. This means that the Social Studies teachers of the district have almost the same perceptions of the degree of difficulty of their instructional problems in the teaching of Social Studies.

By grade levels, the results of the Friedman's Analysis of Variance to test if a significant difference between the degree of difficulty of instructional problems by grade levels showed that there is no significant difference between the degree of difficulty as perceived by the Social Studies teachers of the different six grade levels. The chi square ($\chi^2 = 10.58$) value of 10.58 is below the required value of 15.4 to establish a significant difference. In effect, the Social Studies teachers of Grades I to VI do not differ in their perceptions of difficulty of their instructional problems.



Specific Question No. 3. What were the suggested solutions to solve the instructional problems of the Social Studies teachers?

The following are the suggested solutions to each of the specific problems under each problem area:

Problem 1 - Problems in the Formulation and Statement of Behavioral Objectives

1. Classifying behavioral objectives in sequential order according to the levels of relevant domains and complexity.

Suggested solutions: Seminars and workshops by grade-level and by subject areas should be conducted. Teachers will be given additional training and experience to classify behavioral objectives in sequential order.

2. Setting up general objectives to be accomplished.

Suggested solutions: General objectives to be set-up should be based on the types of citizens that the country wants its school to produce. General objectives should be clearly stated and explained to the teacher by means of memoranda or conferences.

3. Stating specific objectives from the point of view of the child.

Suggested solutions: Teachers before stating their



specific objectives should know well their pupils' background, maturity, ability, interests, needs, etc. so that the goals for a certain period can be made specific. Teachers should have a continuous evaluation of the pupils' achievement and from the results they will be able to specify their objectives.

4. Refining specific objectives with the general and specific objectives.

Suggested solution: Specific objectives should always be based from the general objectives. It should be well defined and the philosophy of the schools' educational objectives serves as a guide since the objectives to be finally included should be related to the "good life for the individual in the good society".

5. Stating specific objectives in behavioral terms.

Suggested solution: Administrators should always insist and supervise their teachers in the classroom in order to obtain evidence on the extent to which desired and intended behaviors have been learned by the pupils.

Problem 3 - Problems in the Selection and Organization of Curriculum Content

1. Lack of supplementary activities for follow-up



and enrichment.

Suggested solutions: The use of teacher-made supplementary materials like modules, low cost instructional materials, etc. may solve this problem. Pupils' talent and creativity can also be utilized for this purpose.

2. Providing differentiated activities to meet the levels of need of both the fast and slow learners.

Suggested solutions: After inventory testing of pupils at the beginning of the school year, grouping or levelling should be done. Lessons, activities, books or materials suited for each group should be given. Fast learners should be given advance lessons, average and slow-group should be given their appropriate activities.

3. Organizing content which can develop an increased understanding of the uses of inquiry and other thinking processes.

Suggested solutions: The teachers can organize work/ activities in such a way as to present to the learners challenging problems that will induce them to study and work to reach their solutions. The pupils can work individually or in groups.

4. Selecting content that can meet individual differences.

Suggested solutions: Grouping of pupils in the different



subject areas to insure meeting of individual differences. Differentiated activities, lessons should be provided. Variety of instructional materials should also be available in the classroom.

3. Selecting content that can deepen sound out basic concepts, generalizations, skills, attitudes and appreciations.

Suggested solution: Intensive use of Elementary Learning Continuum, SPINAF books and others.

Problem C - Problems in the Acquisition of Individual Instructional Materials

1. Insufficient supply of books.

Suggested solution: District 1 of Zamboanga, Cavite with the help of the Local School Board should plan and appropriate funds for the purpose of purchasing of books and other instructional materials.

2. Lack of teaching guides to improve and enrich the "New" Social Studies content.

Suggested solutions: Old teaching guides still usable should be improved and enriched. Equitable distribution of new teaching guides should be made.

3. Lack of modern apparatuses for the subject such as slides, filmstrips and the like.



Suggested solution: Use of improvised apparatuses, ask donations from civic spirited citizens and invite personnel for film showing. All of these will develop the pupils' power of observation.

Problem 3 - Problems in the Presentation of Lesson Plans and Use of Instructional Materials

1. Unavailability of the materials (textbooks, supplementary books and workbooks) for the particular group of children taught.

Suggested solution: Select suitable materials from the existing ones. Ask for appropriation from the Local School Board or from any local fund for the purchase of these books.

2. Unavailability of materials to local conditions.

Suggested solution: Use teacher-made materials to suit the local conditions.

3. Providing for varied activities to carry out objectives.

Suggested solution: Use variety of activities for each group.

4. Supplementing the materials in the textbooks.

Suggested solution: Request for more suitable supplementary materials and use teacher-made supplementary materials.



5. Selecting the appropriate materials to carry out objectives.

Suggested solution: Make use of Low Cost Materials, based on the Elementary Learning Continuum.

Problem 3 - Problems in the Choice and Use of Teaching Strategies

1. Failure to use the Conceptual Approach due to insufficiency of teaching materials.

Suggested solutions: Make use of teacher-made and low-cost instructional materials. More training for teachers in the use of conceptual approach.

2. Encouraging pupils to formulate their own hypothesis about the problem.

Suggested solution: Develop to the point of mastery the skills of hypothesising among the pupils.

Problem 4 - Problems in the Evaluation of Outcomes

1. Constructing valid and reliable tests for evaluative purposes.

Suggested solutions: Available standardized tests in the school will be utilized. Seminars and workshops will be held to construct valid and reliable tests.



2. Selecting and using appropriate evaluative tools and techniques.

Suggested solution: Teachers should select and use carefully appropriate evaluative instrument suited to their grade and section. Abilities and maturity should be well considered in evaluation.

3. Determining the areas to evaluate pupils' learning.

Suggested solution: There should be a continuous evaluation of the pupils' learning to determine progress in their studies. The day to day evaluation, schedule of periodic tests, summative and formative tests should always be followed.

Conclusions

In the light of the foregoing findings cited by the analysis of data gathered through this study, and in so far as the subjects of this investigation were concerned, the investigator has arrived at the following conclusions:

1. The respondent Social Studies teachers are confronted with instructional problems in the teaching of the New Social Studies Program.

2. The same respondents considered these instructional problems as difficult to very difficult.



3. There is nonsignificant difference between the perceived degree of difficulty of instructional problems of Social Studies teachers by schools and by grade levels.

4. Social Studies teachers irrespective of their grade assignments are in need of further in-service training on (a) formulating and stating behavioral objectives, (b) selecting and organizing curriculum content, (c) acquiring instructional materials like textbooks, (d) preparing daily lesson plans and using instructional materials, (e) choosing and using teaching techniques and strategies, (f) evaluating teaching and learning outcomes.

Recommendations

In the light of the preceding findings the following recommendations are hereby offered:

1. To enable the teachers to carry out more effectively the objectives of the New Social Studies Program, Division and echo seminars and workshops by grade level should be conducted by the school administrators with the help of the division supervisor. They will have better opportunities to study and understand the concepts of the New Social Studies Program.

The different approaches and strategies used in the implementation of the said program could very well be



discussed and demonstrated by grade levels.

2. The services of consultants, resource persons and key teachers who have the expertise on the subject should be availed of to enrich further the background of the teachers.

3. A continuing in-service training development program should be given to the social studies teachers. This will sustain their interest on the conceptual-inquiry approach in the New Social Studies Program and would make the teachers feel secure in their knowledge and skills in the use of the approach.

Furthermore, teachers should be encouraged to upgrade their teaching competencies in the teaching of the New Social Studies (through the inquiry approach) to do away with the traditional way of teaching Social Studies. They should also be encouraged to take up courses in colleges and/or universities.

4. The District 1 of Pasarinac, Cavite with the help of the Local School Board should plan necessary steps to set aside and/or appropriate funds for the construction of audio-visual rooms for Social Studies and for the purchase of some adequate curriculum materials and facilities in Social Studies.



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5. The school administrators, teachers and pupils should exert more efforts, to help solve the multiple problems encountered in the implementation of the New Social Studies Program. In as much as one of the major problems met were attributed to "lack of adequate materials and facilities and pupils' lack of communication skills" which badly affect the implementation of the program, the school administrators and teachers should ~~then~~ cooperatively better ways and means by which they could help minimize the problems met, if not entirely solve them, and

6. Lastly, the researcher recommends that a study on the subject of the New Social Studies Program be conducted by other researchers to validate or invalidate the findings of the study.