



Proposed Integration of Interactive Approach in Teaching Social Studies in Grade VII

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Abstract – This study focused on assessing the Proposed Integration of Interactive Significance Approach in Teaching Social Studies in Grade VII at Speaker Eugenio Perez National Agricultural School (SEPNAS), San Carlos City. It also described the status of the Social Studies instructional program in SEPNAS, the strategies used by the Social Studies teachers and students in the teaching-learning process in Social Studies. The descriptive method of research was employed in the study, using a questionnaire which was administered to the 10 respondents of the study. Percentages and frequency counts were used to interpret the data gathered from the respondents. Research finding showed that majority of the Grade VII Social Studies teachers perceived the status of the Social Studies instructional program as Good in terms of understanding the relationship between social studies and the social sciences and other scientific branches, understanding the requirements of a Social Studies lesson, explaining the historical developments related to Social Studies lessons, understanding the relationship of Social Studies to the normal life, ability to make scientific studies on the topic or issues of Social Studies, attentively planning Social Studies teaching taking the student's cognitive, perceptive, psychomotor development levels into consideration, teaching of matters concerning Social Studies, ability to draw connections between the students' life, life experiences and the environment that they live in, developing the materials required in teaching Social Studies and utilizing equipment such as computers, projector slides, television, VCD, etc., in teaching Social Studies. Only few of the respondents perceived the aforementioned criteria as Excellent.

Keywords: Significance Approach, Grade VII, Social Studies, Descriptive research

INTRODUCTION

Social Studies is the “integrated study of the social sciences and humanities to promote civic competence”, as defined by the US American National Council for the Social Studies. Social Studies is most commonly recognized as the name of a course or set of courses taught in primary and secondary schools or elementary, middle and secondary schools, but may also refer to the study of aspects of human society at certain post-secondary and tertiary schools around the globe. Many such courses are interdisciplinary and draw upon various fields including sociology but also political science, history, economics, religious studies, geography, psychology, anthropology, and civics.

At the elementary school level, social studies generally focus first on the local community and family.

By middle and high school, the social studies curriculum becomes more discipline-based and content-specific. Social studies vary greatly as a subject between countries and curricula and are not synonymous with sociology or social science; some courses borrow heavily from the social and political sciences, whereas others are created independently for schools. By contrast with sociology, social studies courses often consist of a general and opinion-led discussion of topics without reference to academic theories or research.



OBJECTIVES OF THE STUDY

This study aimed to assess the Proposed Integration of Interactive Approach in Teaching Social Studies in Grade VII.

Specifically, it sought to answer the following sub-problems:

1. What is the status of Social Studies Instructional Program in SEPNAS?
2. What are the strategies being used by the Social Studies teachers?
3. What are the problems met by teacher and students in the teaching-learning process in Social Studies?
4. How effective is the interactive of significance approach in teaching Social Studies?
5. Based on the findings, what recommendations may be proposed to enhance the level of performance of Grade VII Social Studies students?

MATERIALS AND METHODS

The researcher used descriptive research design. In the study of Dela Cruz (2011), she cited that according to Polit and Hunger, the purpose of descriptive study is to observe, describe and document aspects of a situation as they naturally occur and sometimes to serve as a starting point for hypothesis generation or theory development. Descriptive research aims to gather data without the manipulation of the research context.

Descriptive research is most appropriate for this study as it assessed the Proposed Integration of Integrated Significant Approach in Teaching Social Studies in Grade VII.

Locale of the Study

This study was conducted at Pangasinan State University, San Carlos Campus with the students taking up Chemistry subject as the research respondents during the 1st semester of the Academic year 2015-2016.

The research subjects of this study were the 301 Chemistry students of Pangasinan State University, San Carlos Campus.

All teachers from the SEPNAS involved in this study were requested to provide the researcher with the information that is essential to the study. Stratified random sampling was used to come up with the required number of respondents. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to population. These subsets of the strata are then pooled to form a random sample.

The researcher used the Slovin's formula to determine the total number of respondents needed to come up with reliable results.

Distribution of Respondents

Number of Respondents	Modular Approach	Traditional Approach	Total
10	6	4	10
10	6	4	10

Instrumentation and Data Collection

The main data gathering tool that was used in this study is questionnaire which consist the Proposed Integration of Interactive Significance Approach in Teaching Social Studies in Grade VII.

The initial draft of the questionnaire was presented to the researcher's adviser for correction. It was also content validated by a pool of experts composed of the Graduate School Dean of Lyceum- Northwestern University, Dagupan, the Vice-President for Academic Affairs and the Principal of the High School Department.

Tools for Data Analysis

To obtain valid and reliable results from the raw data gathered, appropriate statistical tools were employed.

Frequency counts and percentages were used to present data obtained from the respondents. For sub-problems 1-5, the following formula was used:

$$P = F/n \times 100$$

Where:

P = percentage



F = frequency

N = total number of response

100 = constant factor

SUMMARY

The goal of this study was to assess the Proposed Integration of Interactive Significance Approach in Teaching Social Studies in Grade VII at Speaker Eugenio Perez National Agricultural School (SEPNAS), San Carlos City. It also described the status of the Social Studies instructional program in SEPNAS, the strategies used by the Social Studies teachers, and the problems met by the teachers and students in the teaching-learning process in Social Studies. The researcher also came up with a plan of action to enhance the level of performance of Grade VII teachers at SEPNAS where a total of 10 respondents were considered.

The researcher made use of the descriptive method which is an appropriate method to describe the perception of the Grade VII Social Studies teachers on the integration of the Interactive Significance Approach in the Teaching of Social Studies to Grade VII students at SEPNAS.

In order to draw responses and gather facts, the researcher made use of a four-pronged questionnaire. Part I inquires about the status of the Social Studies instructional program. Part II deals with the strategies being used by Social Studies teachers. Part III deals with the problems met by teachers and students in the teaching-learning process in Social Studies, and Part IV deals with the effectiveness of the Interactive Approach in teaching Social Studies.

CONCLUSIONS

1. Majority of the respondents perceived the status of the Social Studies instructional program as Good in terms of understanding the relationship between Social studies and the social sciences and other scientific branches, understanding the requirements of a social studies lesson, explaining the historical developments related to social studies lessons, understanding the relationship of Social Studies to the normal daily life, ability to make scientific studies on the topics or issues of Social Studies, attentively planning Social Studies teaching the students' cognitive, perceptive, psychomotor development levels into consideration, teaching of matters concerning Social studies, ability to draw connections between the students' daily life, life experiences and the environment that they live in, developing the materials required in teaching Social Studies, and utilizing equipment such as computers, projector slides, television, VCD, etc., in teaching social studies. Only few of the respondents perceived the criteria as Excellent.
2. The strategies used by the social Studies teachers are determining the students' interests, requirements and opinions, organizing events to encourage the students' working together, cooperation and solidarity, determining the rules to be followed in the family, school and society, benefitting from various studies such as different games, case studies, dramatization, etc., utilizing various movies and texts explaining the principle and reforms and the characteristics and ways of thinking, acting with care in teaching the subjects related to certain days of the week, and appreciating the importance of the students' demonstration of their respect and love. Majority of the respondents consider all these strategies as Good.
3. Majority of the respondents consider the problems met by teachers and students in the teaching-learning process in Social Studies teachers such as shy students, insufficient computer facilities, lack of experienced Social studies teachers, lack of students' interests, inappropriate instructional materials, inadequate classroom facilities, as Not So Serious. However, a considerable number of them were undecided and even few of them consider some of the problems as very serious.
4. Majority of the respondents rated the criteria for the effectiveness of the Interactive Significance Approach in teaching Social Studies as Good. However, a significant number rated the first two criteria as Fair only.
5. The researcher should come up with a plan of action to enhance the performance of Grade VII teachers at Speaker Eugenio Perez National Agricultural School in teaching Social Studies.



RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are hereby advanced:

1. The administration of Speaker Eugenio Perez National Agricultural School should encourage the integration of the Interactive Significance Approach in Teaching Social Studies to Grade VII students.
2. The Grade VII teachers in SEPNAS should consider the Plan of Action prepared by the researcher to enhance the teachers' performance in teaching Social Studies. They should also collaborate on developing appropriate instructional materials for high-quality standards of teaching.
3. The Social Studies teachers should maintain a continuing professional development program. They should regularly update themselves regarding the teaching of Social Studies, and explore the internet regarding the vast range of possibilities for the improvement of the teaching-learning process.
4. Other researchers should delve on other studies along this line, to help uplift the quality of Teaching Social Studies.
5. The output of this research work should be made available to other educational institutions so they may benefit from it.

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