

# Perspectives of Elementary Teachers on the Teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners: A Phenomenology

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## Abstract

This qualitative-phenomenological study comprised the perspectives of Elementary Teachers on the teaching of Araling Panlipunan curriculum to 21<sup>st</sup> century learners in Laak South District. This study was seen through from Bandura's Social Learning Theory (1971). There were fourteen (14) Elementary Teachers who participated in this study. As to participants' perception, four major themes emerged: teaching Araling Panlipunan must cater to the needs of the 21<sup>st</sup> century learners; must contribute to the holistic development of learners; must promote globally competitive learners; and not easy. When it comes to their experiences, three major themes emerged: lack of instructional materials; lack of training and seminars of teachers; and lack of students' interest. With regards to their coping mechanism, five major themes emerged: use of differentiated instruction; proper lesson planning; download videos of lesson; use of ICT; and positive attitude in teaching. Lastly, the participants' suggestions, four major themes emerged: expose teachers to training and seminars; equip teachers with computer assisted instruction; provide contextualized materials; and provide appropriate instructional materials. The results of this study are meaningful and significant to teachers, learners, Department of Education, government and other stakeholders to support their needs in realizing DepEd mission through promoting competitive learners globally.

**Keywords:** education, Araling Panlipunan, elementary teachers, qualitative –Phenomenological study, Laak Davao de Oro, Philippines

## INTRODUCTION

In classrooms around the world, learning and teaching social science like History subject has been part of the curriculum to be taught as early as elementary up to higher level of education. Teachers use textbooks as the primary source of information. These enable the student to understand and interpret things during these modern times. So, teachers need to think various methods and strategies that would move them from low-level historical thinking in a more sophisticated and enjoyable way of working with historical evidence, rather than content teaching through memorization.

In one of the countries in South Africa particularly in Lesotho, teaching History faces a great challenge. Many schools do not offer the said discipline because of the low enrolment rate. The dilemma revealed that the lack of interest in pursuing education to both students and parents lies on the classroom instructions for how many years. History teachers used poor instructional strategies and were dominated by substantive knowledge in the form of memorization of facts about the past. This problem also lies in the implementation of the curriculum. It means that teachers needed to undergo refresher courses to keep abreast with recent development and theories regarding with teaching of History (Fru, 2015).

In the Philippines, like more other countries, history is one of the components of social studies. Students should learn Philippine history from pre-history up to the 21<sup>st</sup> century. According to Diokno (2009), as a result of too much emphasis given on memorization, students failed to develop historical thinking skills such as chronological thinking, contextualization of events, analysis, interpretation, and historical writing. These skills are significant in developing reflective thinking and critical thinking. In addition to this, texts also contain ethnic and gender bias, which yield negative effects to learners understanding of Philippine history and society.

Concurrent to the situation in one of the schools of Laak South District, the difficulty of teaching social studies has arisen because of the limited training of teachers and lack of resources appropriate to the level of elementary students. In addition, students failed to develop historical or critical thinking and focused merely on memorization of the facts. This failure shown on result of National Achievement Test (NAT held last S.Y. 2014-2015, wherein Araling Panlipunan got 67.44% which was below the mean (Guidance Form updated, 2015).

This study would give additional knowledge to all teaching staff to be passionate and be motivated in teaching the 21<sup>st</sup> century students through addressing their needs in producing students to be responsible citizens in the society and would help them to recognize the importance of educating students committed to the ideas and values, and who are able to use knowledge about their community, nation, and world with skills of decision-making and problem-solving.

There have been various studies conducted by several researchers in different places and countries with regard to this phenomenon. But they were merely focusing on higher education like secondary and tertiary level, and not in elementary level. However, in some places in the Philippines particularly in Mindanao, this study has not been given priority and interest to be conducted.

As a researcher, I wanted to deeply study and understand the thinking skills of students specifically in Araling Panlipunan subject through collecting data from teachers who are currently involved in teaching the subject. Through this research, the concerned people, parties, or department could be able to strategize plans on how to enhance and develop the skills of every learner aligned to the standards of each level in Araling Panlipunan curriculum. Hence, this study was conducted.

## Purpose of the Study

The purpose of this Phenomenological study was to explore and better understand the perspectives of elementary teachers on the teaching Araling Panlipunan Curriculum in Laak South District, Davao de Oro.

At this stage in research, the teachers' perspectives on the teaching of Araling Panlipunan curriculum was generally defined as views or standpoints of teachers on the needed skills that students should gain in learning Araling Panlipunan Curriculum to minimize poor performance during educative process, and to identify appropriate instructional materials and methods to be used in teaching the subject on students' elementary years.

## Research Questions

This study sought to answer the following questions:

1. What are the perspectives of elementary teachers on the teaching of Araling Panlipunan curriculum to 21<sup>st</sup> century learners?
2. What are the experiences of elementary teachers on the teaching of Araling Panlipunan curriculum to 21<sup>st</sup> century learners?
3. What are the coping mechanisms of elementary teachers on the challenges they experienced concerning the teaching of Araling Panlipunan curriculum to 21<sup>st</sup> century learners?
4. What are the suggestions of teachers teaching Araling Panlipunan Curriculum to 21<sup>st</sup> century learners?

## Theoretical Lens

This study was seen through to Albert Bandura's Social Learning Theory or Modelling Theory of Learning (1971) that stressed learning passes through attention and retention process of every learner. In the application of social studies education, the theory emphasized on real life models, motivating, and sustaining the learned behaviour (Essien, 2007).

In this study, social learning theory was applied through using authentic materials like a model during teaching and learning process in Araling Panlipunan. The teachers teaching Araling Panlipunan used materials related to 21<sup>st</sup> century learners for a higher retention and long-term memory skills. Innovated activities could catch ones students' attention, and even motivate and sustain the learned behaviour.

Similarly, it was also gleaned on social-cognitive constructivist theory of Lev Vygotsky. The theory stress on the fundamental role of social and individual interaction in the development of cognition with the society. It also gave more emphasis on social contributions to the process of development. Learning of a child occurs through social interaction with a skilful tutor like teacher or any skilled individual.

In this study, theory of Vygotsky was applied in teaching Araling Panlipunan. To have a higher learning, teacher as an expert individual may scaffold the students until they learn the behaviour or skills alone. And, the teachers would expose their students to the society in which plays a central role in the process of making meaning.

In addition, R.A 10533, otherwise known as "Enhanced Basic Education Act of 2013" (K to 12). The DepEd adhere to the following standards and principles in developing the enhanced basic curriculum: The curriculum shall be learner-centered, relevant, responsive, culture sensitive, contextualized and global; and, shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative.

In this research, Araling panlipunan teachers who were the participants have changed the way they teach their students in order to uphold the new curriculum. Teachers shifted from the traditional way of teaching to performance-based to cater the needs of 21<sup>st</sup> century learners. The students have learned the task and have constructed their own ideas.

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## METHODOLOGY

This chapter tackles the methodology and qualitative strategy that were used in the conduct of this study. This contained the research design, research participant, role of the researcher in the conduct of study, data sources and collection procedure, and data analysis. A part of this chapter, it also explored the issue on trustworthiness which included credibility, confirmability, transferability, dependability and the ethical considerations of the research.

### Research Design

This study employed qualitative type of research designed in a manner that helped reveal the behaviour and perception of a target audience with reference to a particular topic. This method was used to answer questions about perspectives, experiences, coping mechanisms, and suggestions from different experiences of the participants. This method included In-depth-Interview and Focus Group Discussion for investigating their perceptions, experiences, coping mechanisms and suggestions of the participants (Hammarberg et al., 2016).

In this qualitative research, it used more than one data source to avoid biases of results from using a single method. Thus, triangulation was used for multiple methods in qualitative research to develop a comprehensive understanding of phenomena and viewed as a qualitative research strategy to test validity through the convergence of information from different sources (Carter et al., 2014).

In this type of research, the researcher gathered data through In-depth Interview and Focus Group Discussion. Through triangulation of method, responses from the teacher who taught Araling Panlipunan helped in acquiring more valid and reliable data. It indicated a wide range of results that provided more comprehensive information.

This study employed phenomenological approach. This was used in describing common experiences of Elementary Teachers that focused on rich description of some aspects of experience, which were described through language. This approach was primarily used to describe the common lived experiences of individuals about a phenomenon (Creswell, 2014).

The approach used was the most appropriate instrument. The researcher described and explored the actual experiences of Elementary Teachers teaching Araling Panlipunan in selected school within Laak South District, Davao de Oro. It showed qualitative studies, interviewing participants, conversation or narrative analysis, and focus group activities that complemented to this qualitative study.

### Research Participants

This form of qualitative study allowed for a kind understanding of both an individual and a shared experience. In this study, participants were generally chosen based on using purposive sampling. Purposive sampling was characterized by the incorporation of specific criteria met by the participants at the moment of selection (Diaz, 2015). This technique was used to identify the seven (7) Elementary Teachers for the In-depth Interview and another seven (7) Elementary Teachers for Focus Group Discussion.

According to Crossman (2018) purposive sampling is a technique in choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method that is selected based on characteristics of a population and the objective of the study.

In this phenomenological study, the researcher identified the participants through purposive sampling with the help of teachers, and administrators of selected school in Laak South District based on pre- inclusion criteria in selecting participants. These were elementary teachers who are currently employed in Public Elementary Schools for this S.Y. 2019-2020 specifically in terms

of their length of service in teaching Araling Panlipunan subject, who able to engage discussions in focus groups, willingness to participate in the individual interview, and who are able to express ideas and opinion.

There was a total of fourteen (14) participants from selected school of Laak South District. The participants were seven (7) Elementary Teachers teaching Araling Panlipunan for 10-15 years for the In-depth Interviews. In addition, there were seven (7) participants teaching Araling Panlipunan for 10-15 years for Focus Group Discussions.

### **Trustworthiness of the Study**

Lincoln and Guba (1985) as cited by Shenton (2004) stated that trustworthiness of a research study is important to evaluate its worthiness. There are four criteria that qualitative researcher must consider to ensure trustworthiness of the study. These are credibility, transferability, dependability and confirmability.

**Credibility** is one of the significant measures addressed to ensure internal validity to guarantee that the research study measure what is actually intended. Lincoln and Guba (1985) as cited by Shenton (2004) argued that ensuring credibility is one of most important factors in establishing trustworthiness. They proposed series of techniques that are used in establishing trustworthiness. In this study, the researcher adopted prolonged engagement with the participants, iterative questioning, triangulation of method, and member checking.

Anney (2014) stated that prolonged engagement in the fieldwork helps the researcher to understand and appreciate the essential concerns that might affect the quality of the data because it helps to develop trust with the participants in the study.

In order to establish prolonged engagement with the participants, I built first participants trust through explaining the purpose of conducting the study before proceeding to the interview and discussion proper. As a researcher, I was sensitive enough to the feelings of the participants and made them comfortable with the environment.

In Triangulation of method, it involved the use of main methods, focus groups and individual interviews, which formed the major data collection strategies for much qualitative research (Shenton, 2004) as cited by (Lincoln & Guba, 1985).

In this study, the researcher had seven (7) participants for In-depth Interview and seven (7) participants for Focus Group Discussions and the data gathered were triangulated to facilitate deeper understanding on the phenomenon being studied. Iterative questioning was also used in this study. The use of probes to elicit detail data and iterative questioning in which the researcher returned to matters previously raised by the participants and extracted related data through rephrased questions (Shenton, 2004) as cited (Lincoln & Guba, 1985).

In the study, researcher asked questions with a probing question to fourteen participants in order to expound their responses and express their ideas freely. Questions were elaborated for a better understanding between the interviewer and the participants.

Lastly, member checking was considered to strengthen the credibility of the study. Nowell, et al., (2017) cited by Lincoln & Guba, (1985) stated that credibility can also be operationalized through the process of member checking to test the findings and interpretations with the participants. Participants were asked to read any transcripts of dialogues in which they participated. Birt, et al., (2016) member checking addresses the constructed nature of knowledge by providing participants with the opportunity to engage with, and add to, interview and interpreted data.

To ensure credibility of this study, teachers were allowed to confirm, assess, disapprove or check the transcripts, and record, the summary of results. The analyzed and interpreted data were sent back to the participants for them to evaluate the interpretation of the result of the study and to suggest changes if there were things that misreported.

**Transferability** is the degree to which the results of qualitative research can be transferred to other contexts with other respondents (Anney, 2014). The researcher helped transferability judgment by a potential user through thick description and purposeful sampling. According to Anney (2014) who cited Li (2004), thick descriptive data like rich and widespread set of details concerning methodology and perspective should be incorporated in the research shot.

In order to address transferability, the researcher had detailed and thick description of the methodology and the phenomenon being studied and guaranteed that the data were on file to make this study more reliable and transferrable. The Araling Panlipunan teachers were selected through purposive sampling technique that met the set target criteria. The recorded data were gathered and saved file from the computer for transcription.

**Dependability** comprises participants evaluating the findings, analysis and commendations of the study to signify that they are all supported by the data received from the informants of the study (Cohen et al., 2011).

In order to address dependability of the study, the research was stated in detailed and permitted future researcher to repeat this research work. Furthermore, the researcher established audit trail from the data gathered from Araling Panlipunan teachers to examine the process and validated the data gathered to ensure they were properly done. The data showed how the data were collected, recorded, and analysed. The researcher provided sufficient data recording and enough transcripts from the In-depth interview, and focus group discussion.

**Confirmability** is concerned with establishing data and interpretations of the findings that are not figments of the inquirer's imagination, but were clearly derived from the data (Tobin & Begley, 2004) as cited by (Anney, 2014).

To ensure the issue of confirmability, qualitative inquiry was achieved through triangulation, and an audit trail. Using In-depth Interview and Focus Group Discussion of this study, it reduced effects of investigators bias. The audit trail offered visible evidence from process and product. Other personnel such as the research panel, and my adviser, Dr. Exelsis Deo A. Deloy checked the interpretations and conclusions traced to legitimate sources.

### **Ethical Consideration**

Ethical consideration is one of the most important parts in conducting a research which required the researcher in order to protect the dignity of the participants. As a researcher, ethical standards were followed stated in the Belmont Report in 1974. It served as the ethical basis upon which regulations on the use of human subjects in research was based. Three basic principles were particularly significant to the ethics of research involving human subjects: the principles of respect of persons, beneficence, and justice.

The first principle is the respect for person. According to Creswell (2007), research participants must be treated as autonomous agents. They are independent, capable of making decision for themselves as long as they would sufficient information to make decisions. This principle forms the basis of informed consent.

To establish respect for person, the researcher informed the participants about the purpose of the study, the processes to be used, and the right to withdraw at any time without penalty before involving them on the study. Then, the researcher asked permission to the participants who were teachers teaching Araling Panlipunan with copies of informed consent to be read and be signed without coercion.

Moreover, the researcher asked permission to use an audio recorder during an interview. The participants were not forced to answer the questions and humbly respect participants' decision. The researcher assured to the participants that the information gathered during the interview were taken with respect and treated in an ethical manner and used according to its purpose only. Then, the researcher established rapport in order to stimulate a good discussion regarding the topic.

The second principle is the principle of beneficence that concerns on the outcome of research that is positive and beneficial. This principle secures the well-being of participants to maximize the possible benefits and minimize its possible harm in the study (Creswell, 2007).

To establish the principle of beneficence in this study, the names of participants of In-depth Interview (IDI) and Focus Group Discussion (FGD) were coded to ensure confidentiality of their responses and were kept for security purposes. The researcher guaranteed that the results of the study were constructive and beneficial to the teachers who teach Araling Panlipunan. The result of the study would help them to conceptualize and strategize plans especially to inform the higher authority in addressing this issue.

The last principle mention in Belmont Report is the justice. It was stated that all classifications of people are equally subjected to the risks and benefits of research. It is demanded equitable selection of participants and require those who undertake the burdens of research must be likely to benefit from the study (Adams, 2014).

To establish justice, researcher made sure that selection of research participants was fair and justifiable. I made sure that the teachers in Araling Panlipunan were accommodated properly and given due credits for all their contribution without spending their own money. The results of this study were presented to the participants to ensure justice.

Furthermore, According to Bryman and Bell (2007) research participants should have a full consent before involving them in the study and should not be subjected to harm in any possible ways. To address this, the researcher gave the teachers an informed consent to ensure that the participants participate voluntarily to be part of this study. In addition, researcher gave them the freedom to decide whether or not to do so without the exercise of any pressure or coercion and have the right to withdraw from the study at any stage if they wish to do so.

In addition, appropriate level of confidentiality of research data and respect the dignity of the research participants were prioritized. To address these, assigned code names were used to all the teachers who participated in this study in order to secure privacy and anonymity. Also, the formulated questionnaire or interview guide was submitted to the ethics panel to avoid any discrimination or any unacceptable language that may harm the participants.

Moreover, this study also cited R.A. 10173 or the Data Privacy act of 2012 which stated that to ensure at all times the confidentiality of any personal information, it must come to their knowledge and possession. In order to address this, the researcher informed the participants on the purpose of the research to a particular topic. All the data and identity of the participants were kept and used according to its purpose only. To ensure this, all research participants were coded for confidentiality.

To sum up, all the concrete measures of this research were applied. From identifying the common problem of the teachers up to the end of this process, ethics was highly considered and prioritized. The application of Belmont Report and Data Privacy Act 2012 was given a high value with all the research standards which was applied at all times.

## RESULTS

This chapter presents the results and analyses of the study based from the conducted interviews both from In-depth Interviews (IDI) and Focus Group Discussions (FGD). This portion also covers the analyses of the four major questions of the study: perspectives of elementary teachers teaching Araling Panlipunan, their experiences, coping mechanisms, and suggestions.

### **Perspectives of Elementary Teachers on the Teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners**

After evaluating the responses of the participants about their perspectives on the teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners four (4) major themes emerged: Teaching Araling Panlipunan must cater the needs of the 21<sup>st</sup> century learners; must contribute to the holistic development of learners; must promote globally competitive learners; and not easy.

#### **Teaching Araling Panlipunan must cater to the needs of the 21<sup>st</sup> century learners**

Teacher of today's generation need to be updated on the 21<sup>st</sup> century skills to cater the needs of 21<sup>st</sup> century learners. Thus, participants strived to adapt the change to address the needs of their learners.

In connection to this, FGD01 and FGD02 expressed that:

*"Since we as teachers we strive to update and group and grasp with the latest way and strategy in teaching in which it suit to the present generation."* FGD01

(The teachers strived to update and grasp the latest way of teaching and strategy in order to cater the needs of learners in present generation.)

*"Teachers need to keep up with current teaching materials and methodology in order to teach 21<sup>st</sup> century learners with 21<sup>st</sup> century skills."* FGD02

In addition IDI03 and IDI02 added:



*"Araling Panlipunan curriculum to 21<sup>st</sup> century learners is that teachers must equip of knowledge and use different strategies especially the use of ICT in order to cater the needs of the 21<sup>st</sup> century learners."* IDI03

(Teachers teaching Araling Panlipunan must equip themselves with both knowledge and different strategies especially the use of ICT in order to cater the needs of 21<sup>st</sup> century learners.)

*"With learners whose personalities are extremely comfortable with technology. Their learning style and behaviour are different from my generation. So there is a need for me to adjust in my lesson, I have to make sure that the way I present lessons will really catch their attention and interest."* IDI02

Furthermore, FGD06 explained:

*"The issues and concerns should discovered in the implementation of Araling Panlipunan Curriculum that must adopt the emerging needs and challenges in the development of 21<sup>st</sup> skills equip and competent learners."*

(One of issues and concerns I discovered in the implementation of Araling Panlipunan Curriculum was that teachers must adapt the emerging needs and challenges in the development of 21<sup>st</sup> century skills and produce competent learners.)

Participants showed that in order to address the needs of 21<sup>st</sup> century learner, they must adhere the latest way of teaching by integrating the modern technology to fit in strategies in teaching and be able to provide a quality education.

### **Teaching Araling Panlipunan must contribute to the holistic development of learners**

Teaching of 21<sup>st</sup> century focuses on how to make 21<sup>st</sup> century learners be knowledgeable and become well developed Filipinos. For the participants, teaching must transform them into responsible citizens who could contribute to the development of the nation.

In line with this, FGD02 and IDI05 stated:

*"Araling Panlipunan curriculum aims to produce functionally literate and developed Filipinos."* FGD02

*"Its aim to become a good functional citizen, awareness on social issues and events. Make them proud to the richness and diverse of our Filipino culture."* IDI05

(The subject aims for learners to become functional citizens, and who are aware on social issues and events. They should be proud to the richness and diversity of our Filipino culture.)

Likewise, IDI02 and IDI04 stated:

*"This subject helps transform the young minds into well-informed personalities about the country's history and other important events in the nation where they grow."* IDI02

*"Learners must be taught how to acquire career to learn self-reliance, and to manage change. There must be lifelong learning and career redefinition."* IDI04

Then FGD04 and FGD01 added:

*"Teaching Araling Panlipunan to 21<sup>st</sup> century learners is more challenging it contribute to the development of a holistically developed learners who is knowledgeable of social issues."* FGD04

(Teaching Araling Panlipunan to 21<sup>st</sup> century learners is more challenging since it contributes to the holistic developed learners who are knowledgeable on social issues.)

*"Araling Panlipunan will have impact on the 21<sup>st</sup> century learners by letting them give prestige to their heritage and being good citizens to their land."* FGD01

Moreover, IDI07 uttered:

*"Teach learners to become more aware of social issues and to have concern or to give importance to the events that made us who and what we are today."*

Furthermore, IDI06 stated:

*"Learners would be able to comprehend and love Araling Panlipunan and be able to know some good deeds of our heroes."*

The participants shared that to teach learners to become well-developed Filipino citizens teacher should teach them the important events of the past for them to be aware of social issues that contributed much in transforming young minds into responsible ones of today.

### **Teaching Araling Panlipunan must promote globally competitive learners**

Acquiring facts from past and current events makes a learner globally competitive individual through analyzing and understanding their importance and contributions to the present times. The participants stressed that there are things considered as the focus of the subject.

In line to this, IDI05 shared their objectives in teaching:

*"Its aim is to promote learners who are globally competitive in social studies."*

In addition FGD03 and IDI04 added:

*"With the advent of technology, teaching Araling Panlipunan becomes timely, efficient, and competitive."* FGD03

*"Learners must acquire good critical thinking and creativity. Learners must know how to create new knowledge."* IDI04

The participants said that in order to be competitive learner globally, Araling Panlipunan must focus on teaching both past and current events including facts and social issues.

### **Teaching Araling Panlipunan is not easy.**

One observation of teaching the subject was that participants became uninterested. They experienced difficulty in teaching the subject using materials where learners unattractive. As a result there is insufficient knowledge of topics.

In line to this, IDI02 and FGD06 revealed their sentiments:

*"It is hard to teach some of the competencies which I did not have enough knowledge and deep background of the lesson."* IDI02

*"It would not be easy to teach this lesson especially if the teacher is not fully equipped with materials including the knowledge."* FGD06

In addition, IDI07 and FGD03 added:

*"Most of the topics were discussed in the detail way and the learners got bored reading many texts in the book. Then, some pictures were unclear and not colored, these made students uninterested to participate."* IDI07

*"As an AP teacher, I find it difficult to teach topics that are obsolete."* FGD03

Then, FGD04 challenged:

*"Teaching Araling Panlipunan is difficult. As a mentor, it is a challenge for me to think the best instructional materials to arouse the interest and to encourage the learners to focus during instruction."*

Moreover, IDI05 and IDI03 added:

*"Teaching A.P in 21<sup>st</sup> century is focused on what is happening in the past, memorizing significant events and making timeline that make our 21<sup>st</sup> century learners gets bored."* IDI05

*"Teaching of Araling Panlipunan curriculum to 21<sup>st</sup> century learners is not easy because most students find Araling Panlipunan subject as a boring one."* IDI03

Participants revealed their feelings of difficulty in teaching the subject. They shared lack of interest of students considering their knowledge and reference to the subject is really observed. Student are uninterested to learn facts and events from the past.

### **Experiences of Elementary Teachers on the Teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners**

After gathering data from the responses of teachers on their experiences on teaching Araling Panlipunan subject, three (3) major themes emerged: Lack of Instructional Materials; Lack of Training and Seminars of Teachers; and Lack of Students' Interest.

#### **Lack of Instructional Materials**

Instructional materials must be provided in order to teach the lesson effectively and efficiently. Unfortunately, provision of these materials were not realized.

In this reason, IDI06 shared:

"I neglected the subject because I was not prepared in teaching the lesson since I did not have the reference to use."

Then, IDI01 confirmed the problem:

"There was no supply of books that was made for K to 12 curriculum."

In addition, IDI07 and IDI04 added:

"The challenges I encountered is that lack of activity sheets, video clips that is why dili kaayo ko *ganahan*." IDI07

(I encountered lack of instructional materials like activity sheets and video clips that was why I did not like the subject.)

"The issues and concerns I discovered in the implementation of Araling Panlipunan was the lack of videos related on the topic that must be utilized by the teachers in teaching." IDI04

Moreover, FGD03 and FGD04 stated:

"One of the challenges that I encountered was that resources were *limited*." FGD03

"Lack of instructional materials and references were some of the problems of the teachers teaching Araling Panlipunan." FGD04

Then, IDI02 and FGD01 discovered:

"I discovered lack of books *in the implementation of Araling Panlipunan*." IDI02

"The issues and concerns that I discovered in the implementing of Araling Panlipunan Curriculum included the *lack of reference from LR portals*." FGD01

To sum up, participants experienced lack of materials and references like book, video clips, activity sheets, that supposed to add knowledge. So, they felt the difficulties in teaching the subject since they did not have enough references utilized in teaching.

#### **Lack of Trainings and Seminars of Teachers**

Training and seminar helped the enhancement of teachers teaching Araling Panlipunan. This has been what teachers are waiting for but it seems the subject is neglected and ignored.

"Trainings on this subject are very limited compared to other learning areas." IDI02

Likewise IDI03 and FGD07 shared:

"Teachers needed *more trainings and seminars about Araling Panlipunan curriculum*." IDI03

"Lack of books, lack of training, *and the subject being taught*." FGD07

The participants mostly shared the same experiences. They were not provided with trainings and seminars for additional teaching pedagogy in order to better serve students in new generation.

#### **Lack of Students' Interest**

Students showed lack of interest in learning Araling Panlipunan subject. They could not easily grasp and relate to what is happening in the past.

In line with this, IDI06, FGD07 and FGD01 shared their feelings:

"I experienced *weary and restless sometimes* when learners does not show interest in the lesson, especially when teachers always do talking without the participation of the learners." IDI06

(I experienced being weary and restless sometimes because my students did not show interest and did not participate in my lesson.)

"Even how much effort I gave, they only had short span of interest and it was very hard to cope up with these children nowadays because they have short interest on the subject Araling Panlipunan. We are dealing with past events or past people so they do not have the interest to engage in our topic." FGD07

"What I encountered as a teacher teaching Araling Panlipunan to 21<sup>st</sup> century learners was that it was very hard to lengthen their attention. They were very poor in giving attention but *more on activity*." FGD01

In addition, IDI01 and FGD06 shared their experiences:

*"I experienced moments, when students did not have prior learning or background knowledge about the topic. They found it uninteresting and they did not listen in the discussion."* IDI01

*"It was quite complicated and boring. Lessons were lengthy. Much effort should be enforced to teach this learning area effectively."* FGD06

Further IDI07 and IDI03 revealed:

*"In teaching Araling Panlipunan, since lesson deal with past events, learners were not interested especially if the topic is too hard for them to understand."* IDI07

*"I noticed that some of my students did not participate well in the discussion and they showed no interest in my lesson."* IDI03

The participants revealed reasons behind poor students' performance during instruction. The students showed lack of interest because of uninteresting topics wherein they could not relate especially some events tackled.

### **Coping Mechanisms of Elementary Teachers on the Teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners**

After analyzing and grouping of responses among different participants, five (5) major themes emerged: Use of Differentiated Instruction; Proper Lesson Planning; Download Videos of Lesson; Use of ICT; and Positive Attitude in Teaching.

#### **Use of Differentiated Instruction**

Different activities helped teachers in teaching Araling Panlipunan to cater the different needs of the students. Participants employed strategies to cope with the challenges.

*"I cope having differentiated techniques in teaching through present technology."* FGD01

In addition IDI07 added:

*"I used different activities that catered the different learning styles of my learners and through using Technology during discussion."*

Likewise, IDI03 and FGD02 elaborated:

*"I also used different learning activities to my students to match their different capabilities for them to learn and understand easily."* IDI03

*"Differentiated instruction gave teachers the opportunity to choose variety of activities to respond the needs of students in the classroom."* FGD02

Furthermore, IDI01 gave some examples:

*"I used differentiated activities, guessing games, discovery learning, and video presentation."*

The participants revealed their ways on how to respond using the trends needed for 21<sup>st</sup> century learners. It was through using technology during instruction, different activities and teaching techniques helped them to improve teaching and learning process.

#### **Proper Lesson Planning**

Lesson planning makes the learning meaningful to both teachers and students. It needs smart lesson planning to make the class interesting and understandable.

In line with this, IDI03 and IDI02 shared on how they were going to present their lesson:

*"Every time I planned my lesson, I made sure that there was a motivation before I would formally start our discussion to catch my students' attention and interest."* IDI03

*"I coped or dealt the challenges in teaching the lessons through advance planning as to how I was going to present the lesson in a way that they would understand and they would become interested in learning from it."* IDI02

In addition, IDI05 added:



*"In my part, I summarized all the lessons and I got those important and introduced them to my learners."*

Moreover, FGD04 and IDI01 shared:

*"As a teacher I should know my students more than anything else and so I was in the position to determine when the learning task was too easy or too difficult. In teaching Araling Panlipunan I should know how to catch their attention for them to be attentive and active in the class."* FGD04

*"I found many ways to make my lesson more interactive and understandable."* IDI01

The participants elaborated as to how they presented their lesson. They used different techniques in teaching to ensure that the lesson would be understandable, interactive, and meaningful to both teachers and students.

#### **Download Videos of Lesson**

Downloading videos was one of the participants' strategies in getting additional references of their lesson. They would find ways to provide students with interesting experience in learning the Araling Panlipunan subject.

In connection to this, IDI05 and FGD05 shared:

*"I downloaded video clips especially yung mga trivia ng Xio Time which very timely and relevant to the A.P. topics."* IDI05

*(I downloaded video clips from Xio Time program which were very timely and relevant to the A.P. topics.)*

*"We teachers dealt with the challenges through finding lessons in the internet and through DepEd Tambayan."* FGD05

In addition, IDI04 and FGD06 added:

*"I also downloaded different videos about the topic taught and utilized in teaching to my students from the internet."* IDI04

*"Teachers caught the attention of the learners when there were visual presentations downloaded from the internet."* FGD06

Then, IDI02 and FGD07 added:

*"I used of ICT Assisted lesson, I was downloading and gathering video clips, collaborative tasking, and I used graphic organizers."* IDI02

*"I engaged myself to the technology by gathering materials, downloading video clips, and used differentiated materials."* FGD07

To provide students with unforgettable experience, participants found ways to make discussion interesting and they exerted effort in downloading videos and lessons from different programs coming from the internet.

#### **Use of ICT**

Integrating Information Communication Technology (ICT) in daily routine of teaching the Araling Panlipunan subject helped to uphold the emerging change experienced by students in modern times. Participants used ICT in classroom discussion.

In this manner, FGD01 and FGD04 shared willingness to learn of integration on ICT:

*"I used the present technology or strived to use present technology. Even though I was not master on it but I strived to do it. Since our learners are known as digital natives, so we needed to go with the flow."* FGD01

*"To cope with the challenges, it is now the time for all the teachers who are teaching Araling Panlipunan to integrate ICT in class discussion."* FGD04

Likewise, FGD07 and IDI07 stressed on being resourceful:

*"I needed to be more resourceful by using ICT sometimes to facilitate learning."* FGD07

*"I used ICT in teaching the lesson to catch the attention of my students and I was resourceful."* IDI07 [www.ijrp.org](http://www.ijrp.org)

In addition, IDI03, FGD03 and IDI02 added:

*"I used the multi-media instruction to arouse the interest of my students."* IDI03

*"My coping mechanisms included using technology, and having printed materials that were available locally."* FGD03

*"Since my students are in the digital generation, I used to maximize the use of ICT through technology and innovation, I found ways to get better results with less work, and stress."* IDI02

Moreover, IDI04 and IDI06 shared:

*"They learned best through using modern technology. Teachers presented video presentations regarding the topic."* IDI04

*"I used ICT or Information Communication Technology."* IDI06

The participants showed willingness to innovate their teaching through the use of ICT in class discussion and even strived to adapt the latest way of teaching the subject to align teaching with the skills of the 21<sup>st</sup> century. They felt less hassle and less stress in preparing the lesson.

### **Positive Attitude in Teaching**

Positive attitude implies good result to every individual. It affects the classroom environment. For the participants, positive attitude had a big role to their performance in classroom setting.

In line with this, FGD04 said:

*"As a teacher my coping mechanism was to have a positive attitude in teaching in order to inspire and energize the learners to work and study independently."*

In addition, FGD06 and FGD05 added:

*"I maintained positive attitude in teaching Araling Panlipunan."* FGD06

*"My coping mechanism as elementary teacher teaching Araling Panlipunan was to have positive attitude in teaching."* FGD05

Moreover, FGD02 stated:

*"I stayed positive despite the challenges, and I changed my attitude, behaviour, and thinking towards teaching AP."*

Despite all the challenges they experienced, Teachers still faced them through having positive attitude. Their willingness to conquer all challenges helped them to maintain positive attitude in teaching the subject.

### **Suggestions of Elementary Teachers on the Teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners**

After gathering data from the interviews of different participants on their suggestions on the teaching of Araling Panlipunan, four (4) major themes came up: Expose Teachers to Training and Seminars; Equip Teachers with Computer Assisted Instruction; Provide Contextualized Materials; and Provide Appropriate Instructional Materials.

#### **Expose Teachers to Training and Seminars**

Seminars and trainings provide additional teaching pedagogy which suited to the new generation of learners. The participants need exposure in different trainings and seminars aligned with 21<sup>st</sup> century skills.

In connection, IDI05 confirmed:

*"Our teachers must expose to different trainings and seminars to acquire more pedagogy in teaching A. P."*

In addition, IDI07 added:

*"Teacher must be expose to different LAC sessions or Learning Action Cell that focus on authentic way of teaching A.P."*

Likewise, FGD07 and IDI02 stated:

*"I mean that there is proper training for the teachers that will fit to their skills in handling Araling Panlipunan subject."* FGD07

*"I can suggest that the cascading of knowledge through ICT should be harnessed and be well-planned to make a concrete and tangible materials."* IDI02

Participants' responses concluded that in order to provide unforgettable experience, they must be exposed to trainings and seminars in order to enhance their strategies in teaching and be able to provide quality education to their 21<sup>st</sup> century learners.

#### **Equip Teachers with Computer Assisted Instruction**

Computer assisted lesson should be present in the modern way of teaching the subject. To be realized, there is a need to use technology like downloading video clips. Thus, participants need to be equipped with the use of computer assisted lesson appropriately to achieve their objectives.

In this manner, IDI07 and FGD02 uttered:

*"We need to be more equipped with the use of Computer Assisted Instruction (CAI) appropriately and they should be relevant to the needs of the learners."* IDI07

*"Teachers should know how to use technology efficiently, effectively, and appropriately. They should learn how to solve problems and to think actively as technology becomes part in our lives."* FGD02

Likewise, FGD07 said:

*"Uplift the teachers in handling ICT technology."*

In addition, IDI05 and FGD03 added:

*"Teachers teaching AP must be equipped with the use of Computer Assisted Instruction to make more interesting activities to the learners."* IDI05

*"Teachers should know how to utilize technology to improve teaching Araling Panlipunan."* FGD03

Participants revealed that the use of technology during instruction has a good effect considering it is appropriate and relevant to the topic being discussed to make the class more interesting and understandable.

#### **Provide Contextualized Materials**

Materials must be tangible and authentic if possible for higher learning of the students. In this way, participants should be provided with contextualized materials considering the learners needs.

In connection to this, FGD07 and IDI06 said:

*"I need to combat, I need to be resourceful, I meani could do it by using contextualization process or using indigenous materials just to facilitate learning."* FGD07

*"Teacher should contextualize provided materials para ma cater gyod nato ang kailangan sa atong mga bata."* IDI06

(The teacher should contextualize the provided materials in order to cater the needs of our learners.)

In addition, IDI01 and IDI 05 revealed:

*"When the topic was all about heroes of our History, the learners only knew those who are common to them."* IDI01

*"When the teachers are given free time in adding and enhancing the competencies, the pupils are also eager to know what the ended alteration, for it will be the next day's lessons."* IDI05

For the participants' responses, materials to be used in class during discussion must be contextualized to match utilize instructional materials to the different learning capabilities of every learner.

#### **Provide Appropriate Instructional Materials**

There are many instructional materials available everywhere but they should be appropriate to the lesson to be used during teaching- learning process. When participants were asked, some answers pointed out in order to have meaningful learning, they should resourceful enough in providing materials appropriate to learners need.

In connection, IDI07 and FGD05 said:

“Teacher should manifest more effort in providing materials that are relevant to the topic. They should not be dependent on the book. It should not always be the primary source of information.” IDI07

“We strongly suggest that we will be provided with the teaching materials and gadgets.” FGD05

In addition, FGD01, IDI01 and FGD07 added:

“One thing I could only suggest, that as teacher teaching Araling panlipunan to 21<sup>st</sup> century, I should enjoy teaching providing appropriate materials not thinking that it is big or a great burden.” FGD01

“Books should provide pictures of those heroes who are forgotten most especially teaching 21<sup>st</sup> century learners.” IDI01

“More valuable textbooks for us teachers to use, to facilitate and to value formation for the teachers to be more active, participative and realistic in handling Araling Panlipunan in our school.” FGD07

Responses of the participants showed that in order to have a fruitful discussion, they needed to consider the appropriateness of the materials to be used to make the teaching-learning process efficient and effective.

## DISCUSSIONS

This chapter presents the discussions and conclusions drawn from the results of the study. This also contains the implication for teaching practices and for further research.

The purpose of this Phenomenological study was to explore and better understand the perspectives of elementary teachers on the teaching of Araling Panlipunan Curriculum in the 21<sup>st</sup> Century in Laak South District. In this journey, the researcher asked the participants on the four major questions of the study. First are their perspectives, they were asked on their views on the teaching of Araling Panlipunan curriculum to 21<sup>st</sup> century learners. Second, their experiences as elementary teachers of Araling Panlipunan were asked what issues they discovered while teaching the subject. Third, their coping mechanisms on the challenges they experienced. Lastly, participants were also asked about their suggestions on teaching Araling Panlipunan Curriculum to 21<sup>st</sup> century learners. All the questions formulated were answered by the participants who articulated substantial data for analysis.

The research took place in different schools in Laak South District. The research took three (3) months which made researcher believe that the time was enough to gather the needed data to address the major questions of the study: perspectives, experiences, coping mechanisms and suggestions of teachers teaching Araling Panlipunan curriculum to 21<sup>st</sup> century learners.

### Perspectives of Elementary Teachers on the Teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners

The participants in this study shared their perspectives in Teaching Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners and four (4) major themes emerged: (1) Teaching Araling Panlipunan must cater to the needs of the 21<sup>st</sup> century learners; (2) must contribute to the holistic development of learners; (3) must promote globally competitive learners; and (4) teaching Araling Panlipunan is not easy.

#### Teaching Araling Panlipunan must cater the needs of the 21<sup>st</sup> century learners

Most of the participants expressed that in teaching Araling Panlipunan, teachers must cater the needs of the 21<sup>st</sup> century learners. Since today's learners are digital natives, teachers must grasp the 21<sup>st</sup> pedagogy of teaching and become competent with the emerging changes of education in order to cater needed skills for learners in present generation.

In line with this, Namamba & Rao (2017) stated that the study of History is important for the students to understand the past for posterity, develop a sense of nationalism and nurture reasoning skills. So, the teacher needs to work hard in order for the students to learn the needed skills and be able to give importance to history.

In addition, Bates (2015) said that it is the responsibility of Higher Education to ensure that students develop appropriate 21<sup>st</sup> century skills. The skills required for a knowledge-based society. Enhancing students' multiple intelligences and strengthening modern teaching through transforming traditional method into an authentic way of teaching must be realized.

#### Teaching Araling Panlipunan must contribute in holistic development of learners

The participants uttered that teaching Araling Panlipunan must aim to help develop learners holistically. Learners must be knowledgeable and aware of social issues, able to give importance to the events that contributed in today's generation. Teachers must help the students transform young minds into well-informed individuals who soon to be the leaders of the future. These should become responsible human beings for their family and community.

In line with this, Crisolo et al. (2017) stressed that Social Studies is a key tool in this changing world. It serves as the foundation of social development across the country. It acts as an agent of change which transforms an individual to be an effective citizen of the country.

Moreover, according to K to 12 Enhanced Basic Education Curriculum, Social Studies would develop the learners to become literate and effective in participation as a citizen of the country. In addition, the DepEd would adhere to the following standards and principles in developing enhanced basic curriculum: The curriculum should be learner-centered, relevant, responsive, culture sensitive, contextualized, and global.

### **Teaching Araling Panlipunan must promote globally competitive learners**

Like any other learning areas, teaching Araling Panlipunan must promote globally competitive learners. This subject must be taught to the learners for them to acquire knowledge and skills that are at par from the international standards. They must be able to show their critical thinking in analysing facts and events.

In line with this, Wagner (2008) revealed that a significant change for teaching and learning must undergo if students are expected to be successful in changing the global economy. All students need new skills to thrive in a global knowledge economy. In order to get good jobs and to be active informed citizens in our democracy, today's students—and tomorrow's workers—need to learn how to think critically and solve problems.

Furthermore, Cabezudo et al. (2008) Global education is categorized as education that opens our eyes and minds to the realities of the globalized world. It should be helpful for learners to approach issues with an open and critical mind, reflect on them and be willing to consider their opinions in entirely new light before making any rational arguments. Learners will have an opportunity to change perspectives. Global Education will help people to learn more about teamwork and communication skills, which are important when working together with other individuals and groups to reach common goals.

### **Teaching Araling Panlipunan is not easy**

Teachers found difficulty in teaching Araling Panlipunan since it focused on what was happening in the past, memorizing events that made learners uninterested and usually did not listen during discussion. The participants of this study perceived this subject as difficult to teach for it consists lengthy topics. Learners did not have prior knowledge of the lesson and there were limited resources that could help arouse the students' interest.

In relation to this, Fogo (2014) observed that teaching learners in history subject effectively happen through knowing how to teach the subject. History teacher must be proactive and goal-oriented in the discipline. History curriculum covers long period of time, teachers provide large content lectures, and students take notes and quickly put facts to memory from textbooks.

In a statement of Koutrouba (2014), teaching history could be effective if teachers are able to make students adopt and link the lesson from the prior knowledge of the students. This could also be done effectively if the History teachers involve integration of students' experiences and the new concepts of the lesson.

### **Experiences of Elementary Teachers on the Teaching Of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners**

After a careful analyses and grouping of the responses of the participants in their experiences as elementary teachers concerning with the teaching of Araling Panlipunan curriculum to 21<sup>st</sup> century learners, three (3) major themes emerged: (1) Lack of Instructional Materials; (2) Lack of Training and Seminars of Teachers; (3) Lack of Students' Interest.

#### **Lack of Instructional Materials**

One major concern of our present education is the lack of instructional materials. Like some of the participants, they experienced limited resources, references, and video clips in teaching Araling Panlipunan. Some teachers still used the old books as their references. The Learning resources portal also contains limited topics. That is why the teacher needed to find ways in providing learners despite the lack of instructional materials.

In line with this, Rono (2015) articulated that there are several factors affecting the effectiveness of teaching the subject. These include unavailability of instructional resources, insufficient of time allocated for the subject, lack of in service training of teachers on new methods of teaching, and inadequate number of history government teachers in most of the schools and lack of administrative support for history teachers revealed.

Moreover, Boadu (2016) stated that History has overloaded syllabus and the unavailability of audio-visual aids has been found to impair teaching of History with innovation among teachers with observable lack of vivid pictures to demonstrate the past. So, schools need to work on being resourceful and provide availability of relevant resources which ultimately make History entertaining and educative. Teachers need to include as much relevant resources as possible to ensure that teaching of History is interesting while at the same time inculcating knowledge and skills to students.

#### **Lack of Training and Seminars of Teachers**

Teachers' enhancement is important to uplift the pedagogy of teaching. Teachers may undergo trainings and seminars. The participants stressed out that they needed more trainings and seminars about Araling Panlipunan curriculum and professional development that could give opportunities for them to enhance and to be prepared for the programs of 21<sup>st</sup> century teaching and learning process.

In line with this, Inocian & Hermosa (2014) stated that in order to be effective in the field of teaching, teachers need to continue studying for professional development. Also, the need to attend regular training courses for career advancement. Through this, teachers would build high self-efficacy and would believe on their ability to succeed in specific situations with maximum self-regulation.

Moreover, Centra (2005) proposed four types of faculty development program: personal (interpersonal skills, career development, and life planning issues); instructional (course design and development, instructional technology); professional (ways to support faculty members so that they fulfill their multiple roles of teaching, research), and service.

#### **Lack of Students' Interest**

In this generation there are many factors that affect students' interest in learning. Most of the participants experienced that the learners during Araling Panlipunan discussion had a short attention span or they lacked interest, participation, and comprehension especially if they did not have prior learning or background knowledge about the topic.

In connection to this, Tok (2016) revealed that some teachers in India who are teaching history overused lecture method that caused students to feel being discouraged to study subject. They showed no interest in participating the lesson. Similarly, in Morocco where teaching dominated with the teacher or teacher-centered method, the method found to prevent students in arousing the students' creativity as they play the role to copy and to memorize with little or no room for questions. [www.ijrp.org](http://www.ijrp.org)

Additionally, Ekpenyong (2015), revealed that students' interest in social studies significantly relate to their academic achievement in the subject. His research pointed the importance of the teacher as facilitator and the ultimate key that affects students'



academic performance. He also added that peer groups influence on increasing students' academic performance, thus the finding instructs parents, guardians, and caregivers to keep a close watch on the companies their children and wards keep as such surely impact significantly on the academic performances of the affected children.

### **Coping Mechanism of Elementary Teachers on the Teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners**

After arranging and grouping the responses of the participants on their coping mechanism as elementary teachers on the teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> century learners, five (5) major themes revealed: (1) Use of Differentiated Instruction; (2) Proper Lesson Planning; (3) Download Videos of Lesson; (4) Use of ICT; and (5) Positive Attitude in Teaching.

#### **Use of Differentiated Instruction**

To address the multiple intelligences and learning styles of 21<sup>st</sup> century learners, the teachers must employ differentiated instructions and strategies in teaching by using variety of activities to respond the 21<sup>st</sup> century skills of students in the classroom. Effective teachers of social studies integrate the use of ICT and incorporate a variety of techniques in the instruction, assessment, and grouping of students because not everyone learns the same thing at the same time with the same approach.

According to the theory advocated by Jorgenson (2005) instruction should demonstrate a comprehensive approach to the class, with a light focus on learner collaboration towards understanding. The 4 instructional methods –gain attention, present information, provide practice materials, provide feedback, point toward effective and efficient instructional approaches, regardless of context or content should be realized.

Furthermore, Tomlinson (2015) cited that effective teachers adapt instruction to meet the needs of individual learners. Differentiated instruction, otherwise known as responsive instruction, is a philosophy that encourages teachers to modify curriculum, instructional strategies, and student products based on the readiness levels, interests, and learning profiles of individual students.

#### **Proper Lesson Planning**

Lesson Planning is the systematic process of deciding what and how students should learn. Planning is mostly the responsibility of teachers. One of the best ways to deal with the topic appropriately and timely is to plan your lesson ahead of time. One of the coping mechanisms of teachers in teaching Araling Panlipunan was to plan the lesson well and find ways to make the lesson more interactive and understandable.

In line with this, Wong & Wong (2009) stated that lesson plans affect not only teachers' instruction but classroom management as well. Characteristics of a well-managed classroom are that (1) students are deeply engaged with their work; which would be possible if their roles are described and they have a goal as provided in a good lesson plan; (2) students know what is expected; which would be possible via routinely implemented good lesson plans; (3) there is little wasted time, confusion; which would be possible via effective implementation of a good lesson plan; and (4) the climate of such a classroom would be work-oriented, but relaxed and pleasant; which would be possible via good time management due to effective implementation of a good lesson plan.

In addition, Bransford et al. (2000) claimed that if teaching is conceived as constructing a bridge between the subject matter and the student, learner-centered teachers would keep a constant eye on both ends of the bridge. The teachers attempt to get a sense of what students know and can do as well as their interests and passions—what each student knows, cares about, is able to do, and wants to do.

#### **Download Videos of Lesson**

Teachers always strived to show more and tell substantially when introducing students to new information, concepts and skills. Downloading video clips and the use of differentiated materials were two of the coping mechanisms of teachers in teaching Araling Panlipunan. Using video clips, teacher could grasp the attention of the learners and make the learning more interesting and attainable.

According to Siemens et al. (2015) educational technology has gone through three distinct generations of development and now a fourth is emerging. This fourth generation includes distributed and digitally shaped technologies: adaptive learning, distributed infrastructures, and competency models. Greater emphasis will be placed on the process of 'stitching' together distributed interactions with learners who control their preferred toolsets. Video in education is one element of those 'distributed interactions' and the role that video plays within education, and how that role develops will be explored further.

Moreover, Koumi (2014) presented a division of the specific pedagogic roles of video for techniques and teaching functions for which video is outstandingly capable which is due to video's rich presentational attributes which can result in learning facilitation. The functions are allocated into four domains: Cognitive, Experiential, Affective and Skills and a link is made to a revised version of Bloom's Cognitive Learning Taxonomy.

#### **Use of ICT**

Technology has become the knowledge transfer highway for most teachers. Technology integration nowadays has gone through innovations and transformed our society that has totally changed the way people think, work and live. As part of this, schools and other educational institutions which are supposed to prepare students to live in "a knowledge society" need to consider Information, Communication, and Technology (ICT) integration in their curriculum. Through these, ICT is one of the coping mechanisms of the teachers in teaching Araling Panlipunan in which they integrated it during instruction. The integration of ICT in classroom was getting more important as it helped students in enhancing their collaborative learning skills as well as developing transversal skills that stimulated social skills, problem solving, self-reliance, responsibility and the capacity for reflection and initiative.

In line with this, Arnseth & Hatlevik (2012) stated that integration of Information, Communication, and Technology (ICT) in education refers to the use of computer-based communication that incorporates into daily classroom instructional process. In conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classrooms. This is due to the capability of ICT in providing dynamic and proactive teaching-learning environment. According to Bates (2015) the impact of technology on teaching and learning in the digital age is undeniable. He states that soon on line learning will not be a separate activity, but integrated into the overall learning process.

Moreover, Proctor et al. (2013) stressed that ICT integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. Due to the fact that students are familiar with technology and they will learn better within technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because of the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components.

### **Positive Attitude in Teaching**

Most of the participants expressed that positive attitude in teaching was important despite of the challenges they encountered in teaching Araling Panlipunan. Teachers' attitude affected productivity, quality of teaching and morale. Good teaching attitude derived positive results toward the subject.

Okon & Archibong (2014) revealed that when teachers have positive attitude toward social studies, the students performed better than those who perceived the same teachers' attitude as negative. Factors affecting students' academic performance in Social Studies does not only limit to students attitude, lack of equipment and absence of learning activities somehow it is affected by the teachers' attitude towards teaching the subject.

Moreover, Ataunal (2003) pointed-out that the teacher may have either positive or negative attitude in communication with students and in how he/she reflects this, directs the shape of their lives, has a positive or negative effect on the attitude shown toward themselves or the public in general, affecting development of the ability to communicate, research, and be creative.

### **Suggestions of Elementary Teachers on the Teaching of Araling Panlipunan**

#### **Curriculum to 21<sup>st</sup> Century Learners**

After arranging the responses of the participants in connection to their suggestions as Elementary Teachers on the Teaching of Araling Panlipunan Curriculum to 21<sup>st</sup> Century Learners, four (4) major themes revealed: (1) Expose Teachers of Training and Seminars; (2) Equip Teachers with Computer Assisted Instruction; (3) Provide Contextualized Materials; and (4) Provide Appropriate Instructional Materials.

#### **Expose Teachers of Training and Seminars**

One of the major suggestions of the participants was to expose teacher to different trainings and seminars that could enhance their pedagogy of teaching relevant to the 21<sup>st</sup> century skills. Through the exposure of different orientations teachers may improve their skill and gain additional knowledge.

According to Boadu (2016), most of the teachers who teach History subject use traditional way of teaching without integration of new mode in teaching to suit the 21<sup>st</sup> century learners. They often use textbook rather than performance based. The fact that History teachers are not exposed to or trained on how to teach the subject effectively resulted to lack of commitment towards teaching the subject as it should be taught.

Moreover, Rono (2015) uttered that several factors which affected the effectiveness of teaching the subject. These are unavailability of instructional resources, insufficient of time allocated for the subject, lack of in service training of teachers on new methods of teaching, and inadequate number of history government teachers in most of the schools and lack of administrative support for history teachers revealed.

#### **Equip Teachers with Computer Assisted Instruction**

Computers can be tremendously useful tool for instruction. CAI used a combination of text, graphic, sound, and videos in enhancing the learning process. Teacher must be equipped with the use of Computer Assisted Instruction (CAI) efficiently, effectively, and appropriately so that learning take place.

In line with this, Teclehaimanot et al. (2011) expressed that there are also a number of training and implementation challenges for teachers that must be considered if CAI is to be effectively incorporated into the classroom. Many teachers report a lack of confidence in integrating technology into their instruction and report that finding the extra planning time required to.

Furthermore, Cameron et al. (2005) stressed that effective use of CAI for inattentive students should also be considered in the broader context of a teacher's general instructional management—in particular, how well teachers are able to keep young students actively engaged in learning activities. Research provides strong evidence that instructional and management strategies, including those that might be employed to maintain students' focus on more challenging CAI tasks, increase on-task behaviour.

#### **Provide Contextualized Materials**

Localization and contextualization could be done in all learning areas; localization could maximize materials, activities, events, and issues that are readily available in the local environment. To contextualize, teachers must use authentic materials in teaching Araling Panlipunan and anchor teaching in the context of learners' lives. Contextualize teaching means to teach in connection with real life and within the culture of the learners.

Republic Act (RA) 10533, under Sec. 10.2, one of the main features of the K to 12 is the delivery of the lessons through contextualization and localization provided that "K to 12 curriculum shall be contextualized and global. Thus, the curriculum shall be flexible enough to enable and allow schools to localize, indigenize, and enhance the curriculum based on their respective educational and social contexts."

According to Perin (2011) contextualized teaching is an instructional strategy concentrating on presenting the lesson directly on concrete applications in a specific context to appeal to the interest of the students. Contextualized teaching is a method of presenting the subject matter in meaningful and relevant context. Thus, the teachers should use issues, events, activities, and authentic materials related to the learners to meet their needs on the subject.

Furthermore, Swidler (2014) claimed that students could only grasp a deeper understanding of history if they are engaged in the actual history writing like engaging in writing their own accurate biographies—personalization or localization—in order for them to become historical narrators, and be exposed to editorial decisions and consequently engaged in historical debates, to sieve biases and sustain objectivity in historical knowledge.

#### **Provide Appropriate Instructional Materials**

One important dimension in teacher education that was getting a lot of attention was related to the use of instructional materials especially in Teaching Araling Panlipunan. Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. Teachers should be provided with more valuable textbook to facilitate teaching Araling Panlipunan in school becomes realistic to learners.

In line with this, Kadzera (2006) stated that these instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end.

Moreover, as Singh (2005) defined instructional materials like visual aids any device which by sight and sound increases the individuals' practice, outside that attained through read labelled as an audio visual aids. Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating. The materials like models, charts, film strip, projectors, radio, television, and maps are called instructional aids.

### Implication for Teaching Practices

Teaching Araling Panlipunan to 21<sup>st</sup> century learners plays vital role in their education. It helps the students to develop historical understanding about facts and social events or issues. From this, students would be transformed or developed into responsible human beings of their community, and to their country as well. Also, it may help them to be literate and competent across nation. From the data of this study, the researcher successfully gathered and merged ideas from lived experiences of elementary teachers specifically their unique perspectives. With regards to their experience and coping mechanism, these could be the bases for curriculum development to all people in authority.

The Department of Education may strengthen to pursue its goal on contextualization and localization of materials in a manner that fits learners' social context. Therefore, they may formulate policies to evaluate the existing program mandated by Department of Education. This may help their endeavour in mitigating the unending dilemmas on providing appropriate instructional materials most especially in teaching Araling Panlipunan in the context of 21<sup>st</sup> century curriculum, as to what teachers experience nowadays. They may allocate additional fund for teachers' enhancement, this may result for the effectiveness of teaching-learning process in the context of the 21<sup>st</sup> century skills and teachers will be able to accelerate students' performance in learning the subject.

In addition, teachers teaching Araling Panlipunan may evaluate their strategies in teaching the subject in their respective classes. Integrating computer assisted instruction to enhance teaching pedagogy in this modern times is essential. They should also contextualized materials appropriate to their 21<sup>st</sup> century teaching and learning process. They may find ways like downloading video clips relevant to the topic and use such materials appropriately. Through this, learners may enhance their performance in learning Araling Panlipunan. Teachers may also strengthen their commitment in teaching the subject despite the challenges they experienced.

Moreover, students as the center of instruction may receive benefits from this study. Through this, their needs as a 21<sup>st</sup> century learners may be addressed for a deeper understanding. They may know more on how to learn Araling Panlipunan by not just memorizing facts but rather than understanding historical concepts and events. They must understand the importance in learning the subject and may be able to relate and connect events from past to present.

Finally, this study may offer awareness about the challenges and conditions of the elementary teachers in teaching Araling Panlipunan. This may serve as an evidence and tool to our DepEd officials in formulating additional and specific guidelines in teaching Araling Panlipunan to enhance and develop historical thinking skills that are relevant in 21<sup>st</sup> century teaching-learning process.

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