

The Teaching Practices of Social Studies Teachers and the Four Cs of 21st Century Skills of Aeta Learners in Subic District, Schools Division of Zambales, Philippines

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Abstract

The aim of this study was to determine the relationship of the teaching practices in the field of Social Studies and the Four Cs of the 21st Century Skills of the Aeta Learners in the District of Subic, Zambales, Philippines. The study has a descriptive correlational design. It was made use of the descriptive-survey, checklist method and rubrics. Based on findings, the Aeta students were found to have a "Good" level of Creativity, Collaboration, Critical Thinking and Communication Skills in both pre assessment and post-assessment while the social studies teacher's Teaching Practices were found to be "sometimes" applied in the teaching and learning process. The results also show a positive moderate relationship between the teachers' Teaching Practices as to "Delivery" and the Aeta learners' Creativity, Critical Thinking and Communication Skills and a positive low relationship between the teacher-respondents' applied Delivery and the Aeta learners' Collaboration Skill. Results also show a positive moderate correlation between the Teaching Practices under "Evaluation" and the Creativity, Critical Thinking and Communication Skills of the Aeta learners. Based on the results, the researcher recommended School Administration and Teachers to adopt initiatives and establish good two-way communication, create opportunities to connect, establish a school-wide structured opportunities for parents' involvement and communicate often about the need for and importance of parental involvement, and teachers must engage students more on learner-centered approach, expose students on experimenting, exploring, questioning, creating assumptions, using analysis, imagination, synthesizing information and evaluation.

Keywords— *Teaching Practices, Social Studies, Four Cs of the 21st Century Skills, Aeta Learners, Schools Division of Zambales, Philippines.*

I. INTRODUCTION

Today's Education system faces irrelevance unless we bridge the gap between how students live and how they learn. It is teacher's duty to do whatever they can to help their students connect learning with real life and to provide them with the necessary skills to prepare them for success. Hence, the Philippine Government took a big leap to make our Education System parallel to global standard. The Department of Education and All stakeholders have responded to urgent and critical need to improve the quality basic education through a major education reform known as K to 12 Basic Education Curriculum which is focused on the acquisition of the 21st century learning, and innovation skills also known as the "Four Cs" to produce Filipino graduates who are holistically-developed prepared for

higher education, middle-level skills development, skills development and entrepreneurship.

The 21st century is quite different than the 20th in the capabilities people need for work. Due to the emergence of very sophisticated information and communication technologies, globalization, migration, international competition, changing markets, transnational environmental and political challenges, new urgency to develop 21st century skills students need to be able to succeed in the 21st century world becomes important and critical. Employers all over the world say that recently hired workers including post-secondary graduates, are ill-prepared in a number of basic knowledge areas and in way of the key skills for successful work in the 21st century.

In response, there were several organizations which have called for all students to learn 21st century skills. These organizations have developed frameworks for the new millennium content and processes teachers should convey as part of students' education. However, there has been a question on how to move 21st century education forward because over the years it was too long and complicated. National Education Association (NEA) determined which of the 21st century skills were the most important for K to 12 education and came up with four specific skills as follows: Communication skill, Critical thinking skill, Collaboration skill and Creativity.

The above-mentioned information about the 21st century global society and the goal of K to 12 motivated the researcher to conduct a study about the association between the teaching practices in social studies and the Four Cs of the 21st Century Skills of Aeta learners. It would be necessary to determine the present Four Cs skills of Aeta learners to ensure that all students will succeed, regardless of their economic and cultural background and to support the Education for All campaign of Department of Education. The result of this study may also be a basis in planning and forming Student's development program which will ensure students' acquisition of the 21st century skills and prepare them for a global society.

II. METHODOLOGY

2.1. Research Design

This study has a descriptive correlational design. It made use of the descriptive-survey, checklist method and rubrics. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to development studies which seek to determine changes overtime (Key, 2001). Good and Scates (1972) cited that this approach is appropriate wherever the objects of any class vary themselves and one is interested in knowing the extent to which different conditions obtain varied among themselves. The word survey signifies the gathering of data apropos to the present conditions. It is useful to prove the value of facts and gathering to focus attention on the most important things to be reported.

2.2. Respondents

The respondents of this study are the Aeta Learners in selected Junior High Schools in the District of Subic, Division of Zambales. The schools are mostly located at the far flung or mountainous area in the Municipality of the Subic, Zambales. Specifically, the schools are Batiawan Integrated School Annex (School 1), Cawag Resettlement

High School (School 2) and St. Francis Learning Center (School 3).

Table 1. Respondents of the Study

School	Female	Male	Total
School 1	7	4	11
School 2	10	6	16
School 3	26	18	44
Total	43	28	71

As shown on table 1, seven females and four males with a total of eleven respondents were from school 1 while ten females and six males with a total of sixteen respondents were from school 2. Most of the respondents were from school 3 with twenty-six females and eighteen males with a total of forty-four. Overall, there were seventy-one respondents coming from three different schools in the District of Subic, Zambales, Philippines.

2.3. Instrument of the Study

The main tool that the researcher used in the data gathering process was a researcher-made questionnaire. The questionnaire consists of three parts: **Part I** (contains questions that gathered the students' profile which include the age, gender, grade level, family monthly income and parents' educational attainment.); **Part II** (contains rubrics and likert scale-checklist (adapted from Career and Technical Education Resource Manual, Washington) to obtain the present level of Four Cs skills among the Aeta learners. These include collaboration skills, communication skills, creativity and critical thinking skills.); **Part III** (a checklist of guide questions and observation sheet designed to acquire the teacher-respondents' teaching practices as to motivation, delivery of the lesson, generalization and evaluation.)

The instruments were tested using the Split Half Test and Spearman's Brown Test. Based on the result, the instruments were found to be reliable and valid.

2.4 Statistical Analysis

The study applied statistical tools in analyzing the data, namely: frequency count, mean and percentage analysis, correlation, analysis of variance and paired t-test. After gathering data, the information was then tallied, tabulated, classified, analyzed, and interpreted. For the computation of necessary statistical treatment of the data, the researcher used Statistical Package for Social Sciences (SPSS) 20.

III. RESULTS AND DISCUSSIONS

The main objective of this study is to determine the relationship of the Teaching Practices in Social Studies and

the Four C's Skills of Aeta Learners in the Selected Junior High School in the District of Subic, Zambales, Philippines. Table 2 shows the results of the pre assessment and post-

assessment on the Four Cs skills of the Aeta learners. The assessment covered the creativity skill, collaboration skill, critical thinking skill and communication skill.

Table 2. Result of Pre-Assessment and Post Assessment

Four Cs Skills	Pre-Assessment	Interpretation	Post – Assessment	Interpretation
Creativity	1.93	Good	2.35	Good
Collaboration	1.95	Good	2.26	Good
Critical Thinking	1.89	Good	2.35	Good
Communication	1.94	Good	2.33	Good

*Legend

3.50 – 4.00 (Outstanding)

2.50 – 3.49 (Very Good)

1.50 – 2.49 (Good)

1.00 – 1.49 (Poor)

As shown in the Table 2, the four Cs skills of the Aeta learners during the pre-assessment fell under the range of 1.50-2.49 which means that their level of Creativity (1.93), Collaboration (1.95), Critical Thinking (1.89) and Communication (1.94) Skills were in good level. Meanwhile, in post-assessment, it can be noticed that the students had the same level of skills where all the skills remained in the same good level. However, it was also evident that each score from pre-assessment had an improvement in post-assessment, which means that some aspects of the skills of the students were developed when the teaching practices were applied.

Table 3 presents the significant differences between the pre-assessment result and post-assessment result of the Four Cs

skills among the Aeta learners. Paired T-test as the statistical tool was computed using the Statistical Package for the Social Sciences or SPSS, with an alpha level of 1% and a two-tailed test.

The results shows that the computed t-value for the Four Cs Skills as to Creativity (-8.567), Collaboration (-6.748), Critical Thinking (-8.482) and Communication (-8.065) were greater than the tabular value with the degree of freedom of 70 at 0.10 alpha level of significance, hence, there is a significant difference between Pre-assessment and Post-assessment of the Four Cs skills among the Aeta learners. This means that the Teaching Practices in Social Studies significantly improved the Four Cs Skills of Aeta Learners.

Table 3. Differences between the Pre-Assessment and Post-Assessment

Four Cs Skills	Mean Differences	t	df	Sig.(2-tailed)	Interpretation
Creativity	-2.620	-8.567**	70	.000	Significant
Collaboration	-6.620	-6.748**	70	.000	Significant
Critical Thinking	-2.352	-8.482**	70	.000	Significant
Communication	-2.704	-8.065**	70	.000	Significant

**Significant at 1% alpha level (2-tailed)

The applied teaching practices were identified next using the checklist. Table 4 shows the results of the teaching practices applied by the teacher-respondents in Social Studies as to motivation, delivery of the lesson,

generalization and evaluation. Based on the results, the teachers often (3.67) encouraged their pupils and join in class discussion; and least (3.00) encouraged to relate their prior knowledge on topics presented.

Table 4. Teaching Practices Conveyed in Social Studies

Teaching Practices in Social Studies		Mean	Interpretation
A. Motivation			
1	Students show interest on topics presented.	3.17	Sometimes
2	Students are encouraged to participate in class discussion.	3.67	Often

3	Students share their ideas in a given question or situation.	3.08	Sometimes
4	Students relate their prior knowledge on topics presented.	3.00	Sometimes
5	Students analyse the new topic with the help of teachers' activity.	3.08	Sometimes
B. Delivery			
Use of graphic organizers/timeline			
1	Students demonstrate progress in learning new topics.	3.07	Sometimes
2	Students show interest on topics presented.	3.14	Sometimes
3	Students have improvement in their comprehension.	3.00	Sometimes
4	Students become organized in learning new skills.	3.07	Sometimes
5	Students are encouraged to participate in class discussion.	3.07	Sometimes
Use of multimedia/video clip/power point			
1	Visual media helps student to learn topics faster.	3.23	Sometimes
2	Computer technology motivates students to discover their modern skills.	3.02	Sometimes
3	Visual presentations thru computers help students to site ideas faster.	2.93	Sometimes
4	Students are encouraged in active participation during class discussion.	3.30	Sometimes
5	Modern technology discussion helps students to understand ideas faster.	3.30	Sometimes
Dramatization/role-play			
1	Students acquire new skill by self-expression.	2.79	Sometimes
2	Students become more interested on the topic being portrayed.	2.64	Sometimes
3	Students tend to reflect on their self about the topic.	2.71	Sometimes
4	Students understand the deeper concept of the topic.	2.71	Sometimes
5	Students show fast learning skills.	2.64	Sometimes
Cooperative learning			
1	Students acquire new skills from their work groups.	3.00	Sometimes
2	Students express their selves in a positive way.	3.07	Sometimes
3	Students become more participative.	3.00	Sometimes
4	Communication skills of students are improved.	2.93	Sometimes
5	Students show more interest on the topic.	3.00	Sometimes
Reporting			
1	Speaking ability of students are improved.	2.57	Sometimes
2	Students present ideas on a sequential manner.	2.57	Sometimes
3	Students' participation is encouraged.	2.64	Sometimes
4	Learning skills of students are more progressive.	2.79	Sometimes
5	Students become more self-expressive.	2.79	Sometimes
C. Generalization			
1	Students express/summarize their ideas about the lesson discussed.	3.09	Sometimes
2	Students can explain the lesson and can give his/her own examples.	3.29	Sometimes
3	Students can give/express self-explanation about the lesson.	3.21	Sometimes
4	Students can relate real life situation.	3.43	Sometimes

5	Students can recognize the significance of the lesson.	3.21	Sometimes
D. Evaluation			
1	Mastery of the lesson is reflected on the formative assessment.	3.45	Sometimes
2	Application of the learned knowledge / idea is evident.	3.52	Often
3	Portfolio helps students become organized or systematized.	3.43	Sometimes
4	Students communicate ideas well in oral recitation.	3.45	Sometimes
5	Students show good teamwork in group activity through brainstorming.	3.45	Sometimes

The results in Table 4 also shows that the teachers sometimes (3.20) used motivation in learning discussion. In delivery of the lessons, the teachers made use of teaching techniques such as Graphic Organizer, Multimedia, Dramatization/Role-play, Cooperative Learning and Reporting. The use of Multimedia (videoclips/powerpoint) was rated the highest (3.16) in deriving outcomes while the use of Reporting was rated the least (2.67). It has a weighted mean score of 2.97 which means "sometimes" applied. In generalizing the lessons, students were mostly (3.43) encouraged to associate real life situation and least (3.09) encouraged to express/summarize their ideas about the lesson discussed. The result showed that the teachers

sometimes applied (3.25) Generalization during the teaching and learning process. In evaluation, it was mostly evident (3.52) that students applied their acquired knowledge/idea during the evaluation but least (3.43) to become organized or systematized by their portfolio. This result indicates that evaluation is sometimes (3.46) applied by the teachers.

Table 5 presents the Spearman Rank Correlation Coefficients of the Four Cs of Aeta Learners and the Teaching Skills in Social Studies. The data being of ordinal type, Spearman's Rho Correlation was run using the SPSS between the two variables.

Table 5. Correlation between Teaching Practices and Aeta Learner's Four Cs

		CREATIVITY SKILL	COLLABORAT ION SKILL	CRITICAL THINKING SKILL	COMMUNICA TION SKILL
A. Motivation	Correlation Coefficient	.195	.189	.199	.180
	Sig. (2-tailed)	.103	.114	.096	.134
	N	71	71	71	71
B. Delivery	Correlation Coefficient	.422**	.257*	.487**	.482**
	Sig. (2-tailed)	.000	.030	.000	.000
	N	71	71	71	71
B.1 Graphic Organizer	Correlation Coefficient	0.118	0.052	0.112	0.217
	Sig. (2-tailed)	0.325	0.665	0.352	0.069
	N	71	71	71	71
B.2 Multi- media	Correlation Coefficient	0.280*	0.132	0.210	0.109
	Sig. (2-tailed)	0.018	0.273	0.079	0.365
	N	71	71	71	71
B.3 Role- playing	Correlation Coefficient	0.303*	0.011	0.378**	0.442**
	Sig. (2-tailed)	0.010	0.869	0.001	0.000
	N	71	71	71	71
B.4 Cooperative Learning	Correlation Coefficient	0.477	0.069	0.509	0.572
	Sig. (2-tailed)	2.611	0.565	5.792	1.870
	N	71	71	71	71
B.5 Reporting	Correlation Coefficient	0.317**	0.048	0.391**	0.455**

	Sig. (2-tailed)	0.007	0.692	0.000	0.000
	N	71	71	71	71
C. Generalization	Correlation Coefficient	.110	.002	.023	.012
	Sig. (2-tailed)	.359	.984	.847	.919
	N	71	71	71	71
	Correlation Coefficient	.536**	.166	.495**	.460**
D. Evaluation	Sig. (2-tailed)	.000	.167	.000	.000
	N	71	71	71	71

*Significant at 5% alpha

**Significant at 1% alpha

The correlation between the Teaching Practices and the Four Cs Skills revealed that only the Delivery and Evaluation have a significant positive correlation to the Four Cs Skills. Delivery includes five components which were mostly used by the social studies teachers in their teaching and learning process. These are Graphic Organizers/Timelines, Multimedia/Videoclip/Power Point Presentation, Role Playing/Dramatization, Cooperative Learning and Reporting. Significant relationship, however, was found between the four Cs and the use of multimedia, roleplaying and reporting. The computed correlation coefficients reveal correlation between variables as follows: (a) *0.280* reveals a *positive low correlation* between Multimedia and Creativity Skill which is significant at 5% alpha; (b) *.303* reveals a *positive moderately low correlation* between the use of Role Playing and Creativity Skill which is significant at 5% alpha, (c) *0.378* reveals a *positive moderate low correlation* between Role Playing and Critical Thinking Skill which is significant at 1% alpha; and (d) *0.442* reveals a *positive moderately low correlation* between Role Playing and Communication Skill which is significant at 1% alpha. (e) *.317* reveals a *positive moderately low correlation* between the use of Reporting and Creativity Skill which is significant at 1% alpha, (f) *0.391* reveals a *positive moderate low correlation* between Reporting and Critical Thinking Skill which is significant at 1% alpha; and (g) *0.455* reveals a *positive moderately low correlation* between Reporting and Communication Skill which is significant at 1% alpha.

In general, the computed correlation coefficients reveal correlation between variables as follows: (a) *0.422* reveals a *positive moderate correlation* between Delivery and Creativity Skill which is significant at 1% alpha; (b) *0.257* reveals a *positive low correlation* between Delivery and Collaboration Skill which is significant at 5% alpha, (c) *0.487* reveals a *positive moderate correlation* between Delivery and Critical Thinking Skill which is significant at 1% alpha; and (d) *.482* reveals a *positive moderate*

correlation between Delivery and Communication Skill which is significant at 1% alpha.

These correlations between Delivery and Four Cs Skills indicate that as Teaching Practices as to “Delivery” is more frequently delivered, the “Four Cs Skills” of Aeta learners tend to have more progress.

According to researchers from Flinders University (2013), several aspects of teaching in Australia warrant best practices that educators can use to enhance student-learning outcomes. University instructors must be skilled, knowledgeable, informed, and prepared in order to create optimum learning experiences (Flinders, 2013).

This also supports that teacher must deliver concrete, explicit, and engaging instruction, implement evidence-based classroom management and teaching strategies to be most effective (Macsuga-Gage, 2012). Teachers must prioritize the material they address to ensure that it meets the course’s learning objectives. Additionally, teachers must organize activities in strands, presenting content through small segments of instruction over several days, rather than planning one activity to address the entire concept. Teachers should assign students activities that promote understanding of skills and knowledge (Macsuga-Gage et al., 2012). Teachers must focus on engaging students to build their communication and social skills, learn how to work interdependently, and enhance their self-efficacy.

The computed correlation coefficients reveal correlation between variables as follows: (a) *.536* reveals a *positive moderate correlation* between Evaluation and Creativity Skill which is significant at 1% alpha; (b) *.495* reveals a *positive moderate correlation* between Evaluation and Critical Thinking Skill which is significant at 1% alpha; (c) *.460* reveals a *positive moderate correlation* between Evaluation and Communication Skill which is significant at 1% alpha. These also indicate that as Teaching Practice as to “Evaluation” is more frequently conveyed, “Four Cs Skills” of Aeta learners tend to have more progress.

This affirms that learning improves through evaluation like formative assessment. Formative assessment is defined as “information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning” (Shute, 2007). It is part of a feedback process in which a learner can evaluate their response in light of the information received and make adjustments. It can be used to identify gaps in knowledge, help novice learners to identify important information, connect procedural errors or misconceptions. Feedback generated through formative assessment can also be used to improve teaching.

This also affirms that formative assessment is critically important for student learning. Without informative feedback on what they do, students will have relatively little by which to chart their development (Yorke, 2003).

Teachers have always evaluated student knowledge through recall test, or by asking content questions during a lecture, but researchers and practitioners are beginning to understand that a different type of teacher developed assessments can play an important role in supporting learning (Black & Wiliam, 1998) and in helping to transform teaching practice. In a seminal review of the literature on how people learn, the National Research Council also asserted that “appropriately designed assessments can help teachers realize the need to rethink their teaching practices”.

IV. CONCLUSIONS

The learners had a “good” level of creativity, collaboration, critical thinking skill and communication skills before and after the use of adapted teaching practices by the social studies teachers in the observed schools. Among the teaching practices in the field of social studies, the use of Multimedia was rated highest by the learners and the use of reporting was rated least. Teaching Practices in Social Studies as to Delivery and Evaluation were significantly correlated to the Four Cs of the 21st Century skills of Aeta learners. Multimedia was significantly correlated to Creativity Skill while Role playing was significantly correlated to Creativity, Critical Thinking Skill and Communication. Reporting was also significantly correlated with student’s Creativity, Critical Thinking Skill and Communication. Overall, Delivery practices were highly significant and positively correlated to Creativity Skill, Critical Thinking Skill and Communication skill. In addition, Evaluation practices were found to have highly significant and positively correlated to student’s Creativity skill, Critical Thinking skill and Communication skill.

RECOMMENDATION

In the light of the conclusions drawn, the following recommendations are offered:

1. Aeta Parents should be consciously aware of their complimentary role and influence on the development of the 21st century skills among their children. It is key that teachers extend their hands and open the doors first. Hence, School Administration and Teachers should adopt initiatives and establish good two-way communication. Teachers must create opportunities to connect, establish a School-wide structured opportunities for Aeta parents’ involvement and communicate often about the need for and importance of parental involvement.
2. School Administrators should encourage Aeta parents to avail alternative learning or informal learning or experiences to upgrade their knowledge and skills to be of assistance to the personal and academic growth of their children.
3. The teachers must engage the students more on learner-centered approach which improves and establish participation, retention of knowledge, boost performance at work and develops problem solving skills.
4. Teachers should expose students on experimenting, exploring, questioning, creating assumptions, using analysis, imagination, synthesizing information and evaluation. Students must be engaged to work in group setting and hold discussion with peers to adapt, to learn and to explore alternative perspectives and practice objective thinking salient for the enhancement of their skills.
5. Future researchers should conduct, support research and development that identifies best teaching strategies and practices for delivering instruction that fuses the Four Cs.

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