

The Role of *Social Studies* Course in the 21st Century Society: Perspective from Educators and Learners

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ABSTRACT

The objective of study is to determine the role of *Social Studies* (Araling Panlipunan) to the present and modern society from the perceptions of the Social Studies teachers and senior high students of Zone 4, Division of Zambales, Philippines. The present study utilized a descriptive research and used a survey questionnaire for data collection. The study utilized also descriptive statistics (percentage, frequency counts, and mean) and inferential statistics (ANOVA) using SPSS version 16. The majority of the teachers in the present study are females, in their middle adulthood, specialize in Social Studies and are holders of bachelor's degree with master's units. The students are males, in their middle adolescence stage and were grade 11. The findings from the teachers and students' perception show that the Social Studies teachers always execute lessons and provide classroom settings in which the roles of Social Studies Program to help the students acquire knowledge and enhance understanding on Contemporary Global Education, Civic and Citizenship Education, Contents and Knowledge, and develop Collaboration and Socio-Cultural Sensitivity skills are assured. On the other hand, the senior high school students believed that the role on developing Collaboration skill was always guaranteed at Social Studies classroom. The Analysis of variance computation resulted from a no significant difference in the perceptions of teachers on the Contents and Knowledge, Socio-Cultural Sensitivity, Collaboration, and Contemporary Global Education roles of Social Studies Program when attributed to teachers' sex and highest educational attainment. There is highly significant difference in the perceptions on the Contents and Knowledge, Socio-Cultural Sensitivity, Collaboration, Civic & Citizenship Education, and Contemporary Global Education roles which can be acquired from learning Social Studies when attributed to students' sex and grade level.

1. Introduction

A society, in a traditional sense, is formed by citizens who live within same boundaries and share a common culture. However, according to Bayır (2016), with globalization, a society can be identified as a structure which embodies citizens who have different languages, religions, and ethnicity. Societies aim to develop constantly to meet the needs of entire society, to live in better conditions, to live in harmony with citizens who have diverse characteristics and to be skilled. A reflection on the educational and cultural aspects of information could result in a better qualified society made up of responsible and critical citizens (National Council for the Social Studies, 2010). Social Studies can also be said to have an important place in providing the welfare and happiness of both individuals and of the society (Baildon & Damico, 2016).

Social Studies course is one of the important courses aiming to teach these skills in elementary and secondary education. Also, Social Studies aims to enable citizens to take part in the society as effective citizens. Social Studies is a key tool in this changing world. It serves as the foundation of social development across the country. de Guzman and Ecle (2019) stressed that it acts as an agent of change which transforms an individual to be an effective citizen of the country. Moreover, according to K+12 Enhanced

Basic Education Curriculum, Social Studies will develop the learners' literate and effective participation as a citizen of the country. Dynneson and Gross (1999) and (2010) argued that Social Studies as secondary school course aims to help individuals fulfil their social existence; which reflects social sciences and citizenship subjects such as history, geography, psychology, philosophy, political science and justice; which includes combining learning areas in a unit or theme. Social Studies course enables skilled citizens to be trained with related contents; help students develop a social personality; and being a good citizen. For Sim and Print (2015), a good citizen is one who knows his/her responsibilities and is aware of the events in his/her environment. Fan (2014) argued that Social Studies program is unique for it focuses on studying a society and instill in students the knowledge, attitudes and actions which it considers important, concerning the relationship human beings have with each other, their world and themselves. For David, Anyie and Joseph (2015), Social Studies is an area of curriculum designed specifically for the study of man and how his problems could be solved within the immediate environment, not only concern with using timely and necessary curriculum content that students perceive as being relevant, but preeminently emphasized the need for helping learners develop the competencies and attitude essential for democratic living.

In the Philippines, as stipulated in the DepEd Discussion Paper (2010), every graduate is inculcated with the respect for human rights and values, notably, *Maka-Diyos, Maka-tao, Makabansa, at Maka-Kalikasan* (God-fearing, Humane, Patriotic and Naturalist). This makes every graduate empowered to effect positive changes in his/her life and that of others. The Learning Standards for the K to12 emphasized the equipping of students with the basic skills and social habits which should help them to adapt into the society in which they may find themselves. If Social Studies will achieve its goals, the curriculum must be well planned and strictly related to solving the problems in the country and promoting civic competence among Filipino students—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.

However, in related literature, there is no research conducted to examine secondary school teachers and students' views about the role of Social Studies (*Araling Panlipunan*) in creating societies with skilled citizens. Accordingly, identifying the views of teachers and their learners in this respect would be of great significance. In this sense, the aim of this study proposal is to reveal views about the role of the Social Studies course to the present and modern society. This study would provide school administrators the information regarding the roles, importance, and relevance of the Social Studies Program in the 21st (modern) society. It is important that educational administrators will have enough knowledge on the teachers and students' understanding of the role and relevance of the Social Studies Program in their lives and as members of certain community/society and as to whether senior high schools are succeeding in implementing appropriate and enough standards and themes in Social Studies Education. Findings of the present study would also allow primarily the Social Studies teachers to explore, study and emphasize further the different roles (Content Knowledge, Cultural Sensitivity, Social Skills, Civic Education, Citizenship Education, and Contemporary Global Education) of Social Studies to their clients – the students. Moreover, they would be more mindful, responsive, and prepared how their students can get the maximum benefits of learning contents and values and developing skills in Social Studies education.

1.1 Statement of the problem

This research study aims to assess and identify the roles of Social Studies (*Araling Panlipunan*) to the present and modern society from the viewpoints of the Social Studies teachers and students of secondary schools in Zone 4, DepEd Division of Zambales. The following research questions were directed in line with the above purpose:

1. What is the demographic profile of the Social Studies teacher-respondents in terms of age, sex, area of specialization, and highest educational attainment?
2. What is the demographic profile of the senior high student-respondents in terms of age, sex, and grade level?
3. How may the teacher and student – respondents describe their perceptions about the roles of the Social Studies in the 21st century society?
 - 3.1 Content Knowledge;
 - 3.2 Socio-Cultural Sensitivity;
 - 3.3 Collaboration;
 - 3.4 Civic and Citizenship Education; and
 - 3.5 Contemporary Global Education.
4. Is there a significant difference on the teachers and students' views about the roles of the Social Studies in the 21st century society when group according respondents' profile?

2. Literature Review

Social studies course deals with people in the society. It helps people to understand their environment and its influence on them. It looks at people in their social and physical environment. In junior secondary school level, the objective of Social Studies according to Babantunde (2013) include, (1) To make the student aware of the problems of his country and of the world in general and to appreciate the inter dependence between people, (2) To create awareness and understanding of the evolving social and physical environment its natural, manmade cultural and spiritual resources, together with the rational use and conservation of these resources for development, (3) To develop in the student a positive attitude to citizenship and a derive in them to make a positive personal contribution to the creation of a united Nigeria, (4) To develop a capacity to learn skilled essential to the formation of a satisfactory professional life, that is pride in the job and sand judgment and (5) To develop in the student an appreciation of his cultural heritage and a desire to preserve it.

A good Social Studies program aims at the integrating of the knowledge, experience, and effective use of resources for the purpose of fostering national unity and citizenship education. Social Studies exposes students to their cultural environment which enables them to develop desirable concepts, values, and attitudes (*Kto12 Gabay Pangkurikulum Araling Panlipunan, 2013*). It gives learners good idea of their environment and the problems therein, so that they may be involved deeply in life and problems of the community, promote the appreciation of cultural and cultural heritage, and build patriotic and self-actualized citizens. Social Studies inculcate the spirit of interdependence, unity in diversity and cooperation of all members of the local government as well as the national and international communities.

The inclusion of Social Studies in the curriculum right from primary to secondary classes signifies the importance of the subject and the role it plays in a student's life. Social Studies is incorporated in the school curriculum through a combination of subjects like – History, Geography, Cultural Studies, Economics, Political Science, Sociology, Psychology, Anthropology, etc. (Dhandhanian, 2016). These subjects help children to develop: (1) Awareness of The World and Environment: Lessons in Social Studies related to topics like – My Family, My Neighborhood, Community Helpers, Early Man, Indus Valley Civilization, Modern Period in Indian History, The French Revolution, Great World Leaders, etc teach students about the various civilizations, movements and renaissances that occurred over the years. This knowledge enables the students to understand how the world and different societies have evolved, the important events that have occurred in the past, enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally (Garba, 2013). (2) Helps to Develop Critical Thinking Abilities: Social Studies inculcate higher order thinking abilities and skills like – Comprehension, Application, Analysis, Evaluation and Synthesis, Creativity in students. Learning a variety of topics such as – Natural Resources, Water Resources, Transport, Communication, Caste System, Political Ideologies, Social Reformers, Our Cultures, United Nations, etc give students a chance to gain appropriate information and data in various contexts. The information gained allows students to make relevant observations, identify similarities and differences, and make connections between related concepts, ideas and resources (Dhandhanian, 2016). (3) Helps to Enhance the Social Understanding Of Students: Different topics included in the Social Studies curriculum for various age groups like – Festivals of India, Different types of Families, Clothes We Wear, Food We Eat, Our Country, States of India, My Community, Socio-Religious Reforms, Challenging the Caste System – help students to observe, learn and understand human behavior, values and attitudes and the interrelationships which exist among different people (Edinyang, Unimke, Ubi, Opoh and Imoke, 2015). (4) Helps Students to Become Better Citizens: Subjects in Social Studies like Economics, Political Science and History educate students on Political Ideologies, Constitutional Laws, Citizenship, Rights and Duties, Morals and Virtues, Social Code of Conduct, thus making children aware of their roles and responsibilities particularly in relation to social and civic affairs (Dhandhanian, 2016).

3. Methodology

This study employed a descriptive research method, quantitative in its analysis. The study used a survey questionnaire as the research instrument. Bryman and Bell (2011) stated that descriptive method employs the process of disciplined inquiry that can obtain facts about existing conditions or detect significant relationship between current phenomena.

The respondents of the research study are the Social Studies (*Araling Panlipunan*) teachers and students from National High Schools and Integrated Schools of Zone 4, Division of Zambales, Philippines. A total population of 536 (senior high social studies teachers, 91; and senior high school students, 445) were the respondents of the study. The study was conducted at public high schools of the three (3) Districts (Subic District, Castillejos District, San Marcelino District) of Zone 4, Division of Zambales. The main instrument which was used in gathering the data for the study proposal is survey questionnaire. The items and indicators of the instrument were based from the questionnaires developed by Bayir (2016), Dhandhanian (2016) and Daraeea, Salehib and Fakhr, (2016). First part of the questionnaire focused on determining the profile of the teacher and student respondents. Second part of the survey questionnaire focused on describing the perceptions about the Roles of the Social Studies in the 21st century society in 5 themes (Content Knowledge, Socio-Cultural Sensitivity, Collaboration, Civic and Citizenship Education, and

Contemporary Global Education). This part had a total of 40 items. Teachers and students were asked to answer on a 4point scale ranging from 4 (Always) to 1 (Never).

4. Results and Discussion

1. Profile of the Teacher - Respondents

Table 1 shows the frequency and percentage distribution of the teacher-respondents as to their age, sex, civil status, field of specialization, academic position, highest educational attainment, and years in teaching.

Table 1. Profile of the Teacher - Respondents

Profile	Frequency	Percent	
Age	Mean = 35.69		
	Total = 91		
Sex	Male	26	28.57
	Female	65	71.43
	Total	91	100.00
Area of Specialization	History	7	7.69
	Social Science	21	23.08
	Political Science	23	25.27
	Social Studies	40	43.96
	Total	91	100.00
Highest Educational Attainment	Bachelor	34	37.36
	With Master's Unit	44	48.35
	Masteral Graduate	8	8.79
	With Doctoral Unit	4	4.40
	Doctoral Graduate	1	1.10
Total	91	100.00	

Age. The mean age of the Social Studies Teacher-respondents was 35.39 or 36 years old. This age is categorized into middle adulthood. According to Armstrong (2008), middle adulthood ranges from 35 to 40 years old who often accommodate bigger responsibilities in life. Moreover, the result of the present study is consistent with the data obtained in the study of Eblacas (2018) and Lasco (2019) on age profile variables. Their respondents belong the age bracket (36-40) or middle adulthood. Sex. Of the 91 total respondents, 38 or 35.19% are male and 70 or 64.81% are female. This means that majority of the teacher-respondents of the present study is represented by women. The result is consistent with the data of The National Policy on Education (2015) that the majority are female in the teaching force. In the study of Lasco (2019), majority (82 or 61.65%) of the Social Studies teacher-respondents of selected public schools in Iba, Zambales are female. Catacutan and de Guzman (2017), 68.20%; while de Guzman and Ecle (2019), 57.00% of their Social Studies teacher-respondents are female. Area of Specialization. As for the result on teachers' area of specialization, almost half 40 or (43.96%) of the teacher-respondents specializes in Social Studies or *Araling Panlipunan*. Others specializes in Social Sciences and its branches (History, Social Sciences and Political Science). This result signifies that the respondents are teaching aligned with their specialization. This particular result is consistent with Catacutan and de Guzman (2017) studies with regards to variable field of specialization, indicating that the respondents' field of specialization/major is Social Studies. Highest Educational Attainment. The result suggests that most (44 or 48.35%) of the Social Studies teacher-respondents are Bachelor Degree holder with Master's units. The result is consistent with result on the highest educational attainment profile variable of the studies of Guzman and Ecle (2019) and Catacutan and de Guzman (2017), indicating that most of the Social Studies teacher are holders of Bachelor Degree with Master's Units. The finding of the present study clearly suggest that the teacher respondents are pursuing advanced education and complies with the Department of Education's (DepEd) call for continuous education by enrolling in graduate programs.

2. Profile of the Student-Respondents

Grade Level. A total of 236 (53.03%) from the 445 student respondents are Grade 11, followed by Grade 12 (209 or 47.97). In this present study, there are more Grade 11 students who participated, which also means that there are more male students enrolled in Grade 11 in Zone 4, DepEd Division of Zambales.

Table 2. Profile of the Student - Respondents

Profile		Frequency	Percent
Grade Level	11	236	53.03
	12	209	46.97
Age Mean = 17.13	15	2	0.45
	16	120	26.97
	17	169	37.98
	18	124	27.87
	19	30	6.74
Sex	Female	152	34.16
	Male	293	65.84
Total		445	100.00

Age. The mean age of the student-respondents is 17.13. The Grade 11 and Grade 12 students of the present study are 17 years old. In the study of Lopez (2018) and Ramos (2018), most of the student’s respondents are 17 years old. Sex. Of the total population of 445 students, 152 (34.16%) are female and 293 (65.84%) are male. Most of the (54.00%) of the respondents of Ramos (2018) are male. There are more male Grade 11 students than Grade12 students in Secondary school of Zone 4, Zambales. This particular result on sex profile variables of the student respondents was consistent with that of Acosta (2018). Male students constituted the majority of the respondents.

3. Perception of the Respondents on the on Roles of Social Studies in the 21st Century

Table 3. Perception of the Respondents on Roles of Social Studies in terms of Content Knowledge

A. CONTENTS AND KNOWLEDGE	Teacher			Student		
The Contents and Knowledge of the Social Studies Education allows the students to.....	WM	DR	Rank	WM	DR	Rank
1. ...compare and contrast different stories or accounts, identifying how they contribute to understanding of the past.	3.18	Sometimes	7	3.06	Sometimes	7
2. ...recognize economic processes that are used to study the economy and current and future economic trends.	3.22	Sometimes	5	3.11	Sometimes	5
3. ...describe similarities and differences in the way’s societies address human needs and concerns.	3.24	Sometimes	4	3.23	Sometimes	3
4. ...study organization for production, allocation and consumption of goods and services.	3.18	Sometimes	7	3.15	Sometimes	4
5. ...study history, people, places, & environments.	3.36	Always	1	3.39	Always	1
6. ...study of how people structure of power, authority and governance.	3.19	Sometimes	6	3.10	Sometimes	6
7. ...study of interactions among individuals, groups, and institutions.	3.36	Always	1	3.22	Sometimes	2
8. ...study nation and global connections and independence.	3.32	Always	3	3.04	Sometimes	8
Overall Weighted Mean	3.26	Always		3.16	Sometimes	

Under Content Knowledge, the teachers and the students perceived that the teaching of Social Studies lessons always allowed the students to study history, people, places, and environments (WM=3.36) teachers and (WM=3.39) students, respectively. It was revealed that the teachers have highly considered the adequacy of the contents, skills, and processes in the Social Studies programs of the theme ‘Time, Continuity and Change’ (History) and People, Places, and Environments (Geography). The students in Social Studies program like the Historians should be trained in skills of locating information. The historical process consists of three essential operations in which information is collected, organized, and interpreted (de Guzman & Ecle, 2019). At the same time, original sources of information and other credible sources, written documents and other records of human activities that have influenced the study of people and accounts which may lead geographically, politically and economically (Dynnson & Gross, 1999 and 2010). According to de Guzman, Olaguer and Novera, (2017), in the Philippine setting, Geography lessons such

as Introduction to Geography, Geography of Asia, World, Oceania were treated as exclusive topics and also integrated to other lessons or topics in Social Studies (*AralingPanlipunan*) of Grade 7, 8 9 and 10. Students are encouraged to learn several related skills associated with maps, charts, and tables.

Studying the interactions among individuals, groups, and institutions was ranked 1st by the teachers (WM=3.36) while ranked 2nd by the students (WM=3.23). This result signifies that the teachers always implement Social Studies program that includes different learning activities, and experiences in which the students can learn the ways how people and society interacts with/among individuals, groups, and institutions. The Learning Standards for the K to12 released in 2013 or the Kto12 *Gabay Pangkurikulum Araling Panlipunan Baitang 1–10*. emphasized the equipping of students with the basic skills and social habits which should help them to adapt into the society in which they may find themselves. According to de Guzman and Ecle (2019), students like the sociologist's methods of working individually with learning about human groups and societies through the application of observational skills. For Dynneson and Gross (1999 and 2010), this is important to promote peaceful coexistence and a need for integration. In the Social Studies program, students have to be guided to put interest on studying human behaviors (e.g., tensions, conflicts, communication, etc.) and human interactions within the social setting of the group.

Ove all, the weighted mean was 3.26 for teachers and interpreted as Always. The teachers of Zone 4, Division of Zambales always teach and help the students to further acquire Content Knowledge of the Social Studies Education/Program. The students (OWM=3.16) interpreted as Sometimes perceived and experienced that their teachers allowed them to develop and learn further Social Studies Contents and Knowledge.

There were two items under Socio-Cultural Sensitivity role which were ranked 1st by both the teacher and student respondents. Indicator 5 be aware and sensitive to cultural differences and uniqueness (WM=3.38) interpreted as always by the teachers. And Indicator 2, contribute in nurturing good inter-ethnic relationship and nationalism (WM=3.35), interpreted as always by the students. The teachers perceived that in their delivery of Social Studies lessons the skill of being aware and sensitive to cultural differences and uniqueness be it local or foreign was always deliberated, assuring that their respective students will develop and acquire this. On the other hand, the students found their teachers to have always help and supported them to acquire the skill of establishing and promoting desirable inter-ethnic relationship and nationalism. The results of the study of Dalyop (2014) indicated that Social Studies students exhibited a greater level of appreciation of cultural diversity as a result of exposure to the Social Studies curriculum. For Abbe, Gulick, & Herman (2017), students need to develop cultural competence or the 'the ability of a person to work effectively and negotiate successful outcomes with clients from differing cultural backgrounds than themselves'.

Table 4. Perception of the Respondents on Roles of Social Studies in terms of Socio – Cultural Sensitivity

B. SOCIO-CULTURAL SENSITIVITY	Teacher			Student		
	WM	DR	Rank	WM	DR	Rank
Socio-Cultural Sensitivity aspect of Social Studies Education allows the students to....						
1. ...develop the ability to make informed and reasoned decisions for the public good in a culturally diverse society.	3.34	Always	2	3.32	Always	2
2. ...contribute in nurturing good inter-ethnic relationship and nationalism.	3.29	Always	4	3.35	Always	1
3. ...understand the biological, technological, and cultural development of humankind.	3.27	Always	6	3.09	Sometimes	8
4. ...avoid some of the miscommunication and misunderstanding when people from different parts of the world interact.	3.14	Sometimes	8	3.10	Sometimes	7
5. ...be aware and sensitive to cultural differences and uniqueness.	3.38	Always	1	3.26	Always	4
6. ...be oriented with dissimilar ways of life and different appearances get along peaceably together.	3.29	Always	4	3.18	Sometimes	5
7. ...compare cultures aim to better understand human nature and the ways of cultural development and cultural history.	3.30	Always	3	3.11	Sometimes	6
8. ...promote cultural relativism or understanding why people in different cultures live as they do.	3.27	Always	6	3.28	Always	3
Overall Weighted Mean	3.29	Always		3.21	Sometimes	

Indicator 1 on the skill of developing the ability to make informed and reasoned decisions for the public good in a culturally diverse society was ranked 2nd (WM=3.34 and MW=3.32) by both the teachers and the students, interpreted as always respectively. Both the teachers and the students perceived that the Socio-Cultural Sensitivity of increasing students' ability to make informed, learned, and reasoned decisions for the good of the majority in a culturally diverse community was always advanced for the learners. According to Grady, Brungardt and Doll (2018), learning and understanding culture require the students and educators not to be judgmental in describing different human practices and cultural values as expressed in the traditions, customs, and rituals of the culture.

Overall, the weighted mean was 3.29 for teachers and interpreted as Always. The teachers of Zone 4, Division of Zambales always teach and help the students of Socio-Cultural Sensitivity, an aspect, and a role of the Social Studies Education/Program. The students (OWM=3.21) interpreted as Sometimes experienced that their teachers allowed them to develop and apply the skill of being sensitive to different social and Cultural Issues. The Socio-Cultural Sensitivity theme is a significant element in the discipline Sociology and Anthropology in which the interests and concerns include the social processes through which groups and institutions are formed, why they persist, break up, relationships that are formed and the behaviors that result (de Guzman & Ecle, 2019). According to Dynneson and Gross (1999 & 2016), students like the sociologist's methods of working individually with learning about human groups and societies through the application of observational skills.

Table 5. Perception of the Respondents on Roles of Social Studies in terms of Collaboration

C. COLLABORATION The COLLABORATION skill in Social Studies Education allows the students to....	Teacher			Student		
	WM	DR	Rank	WM	DR	Rank
1. promote positive interdependence (achieve their goals if other individuals achieve their goals as well).	3.46	Always	1	3.45	Always	1
2.introduce new ideas related to conflict resolution and effective in offering solutions for the task at hand.	3.40	Always	5	3.22	Sometimes	6
3.cooperate and/or divide task of labour between group members.	3.42	Always	2	3.31	Always	2
4.promotes peer interaction and cognitive conflict resolution.	3.41	Always	4	3.30	Always	3
5.plan and utilize effective collaborative task design.	3.36	Always	7	3.20	Sometimes	7
6.pool and share resources amongst team members.	3.42	Always	2	3.29	Always	5
7.pool knowledge, skills and efforts to reach for the solution.	3.37	Always	6	3.15	Sometimes	8
8.solve a problem by sharing the understanding and effort required to come to a solution.	3.34	Always	8	3.29	Always	4
Overall Weighted Mean	3.40	Always		3.27	Always	

To promote positive interdependence which means achieving own goals if other individuals achieve their goals as well was both rated as always by the teachers and the student-respondents (Indicator 1, WM=3.46 and WM=3.45, respectively). This result signifies that the students are trained of collaboration and taught of the importance of it in their lives as students and its application in the future. Positive interdependence is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation (Johnson, Johnson & Holubec, 1998, as cited in Yabut, 2018). Here, the students believe they can reach their learning goals only when other students in the group also reach their goals. Positive interdependence is wherein team members are obliged to rely on one another to achieve the goal, if any team members fail to do their part, everyone suffers consequences (Johnson, Johnson & Holubec, 1998 as cited in Laguador, 2014). Collaboration as a role was also emphasized since both the teachers and the students rated 2nd the indicator 3, cooperation and/or division of task of labour between group members (WM=3.42 and WM=3.31, respectively). Social Studies lessons are taught to work cooperatively and work according to students' interests, knowledge, and capabilities. There are four different social interaction skills. They are basic cooperative skills, individual attitudes and skills, team interaction skills and team productivity skills (Yabut, 2018). Xuan (2015) revealed that under the influence of such teaching ideas and activities and classroom resources, students learn to get full attention on a whole group. Overall, the weighted mean was 3.40 for teachers and 3.27 for students, both interpreted as always. The teachers and students of Zone 4, Division of Zambales always teach and help the students to acquire and develop Collaboration skill. Tran (2014)

reiterated that cooperative and collaborative learning is necessary because it stimulate cognitive activities, promoted higher levels of achievement and knowledge retention.

Table 6. Perception of the Respondents on Roles of Social Studies in terms of Civic and Citizenship Education

D. CIVIC & CITIZENSHIP EDUCATION	Teacher			Student		
The Citizenship Education aspect of Social Studies Education allows the students to...	WM	DR	Rank	WM	DR	Rank
1. ...be socialized to the directions of the nation and the objective of the government.	3.34	Always	7	3.21	Sometimes	6
2. ...be prepared in the essential areas of knowledge, skills, and values of an informed citizen.	3.42	Always	2	3.26	Always	3
3. ...understand the issues that affect the socio-economic development, the governance and the future of the nation.	3.45	Always	1	3.27	Always	2
4. ...learn from other countries to build and sustain a politically viable, cohesive, and economically vibrant society.	3.37	Always	5	3.07	Sometimes	8
5. ...develop citizens who have empathy towards multi-ethnic, multi-cultural and multi-religious society.	3.32	Always	8	3.15	Sometimes	7
6. ...acquire knowledge, skills, and values that are associated the system of government and democratic way of life.	3.42	Always	2	3.28	Always	1
7. ...be prepared to become informed, responsible, and participative citizens.	3.36	Always	6	3.265	Always	4
8. ...be socialized to a particular set of values and knowledge on the nation, common culture, and shared values.	3.41	Always	4	3.22	Sometimes	5
Overall Weighted Mean	3.39	Always		3.22	Sometimes	

The role Civic and Citizenship Education of the Social Studies Program allows the students to always understand the issues that affect the socio-economic development, the governance and the future of the nation for the teachers (Indicator 3, WM=3.45), was ranked 1st by the teachers while ranked 2nd by the students, interpreted as always. Both the respondents believed that the role of Social Studies permits the understanding and knowledge by the students to different social and economic concerns, and governance issues that affects the future of the country. De Guzman and Ecle (2019) stated that the Social Studies program of the Secondary Schools have included experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic society.

Indicator 6, acquire knowledge, skills, and values that are associated the system of government and democratic way of life (WM=3.42) was rated 2nd by the teachers while 1st in the rank by the students, both interpreted as always. Indicator 2 be prepared in the essential areas of knowledge, skills and values of an informed citizen (WM=3.42) was rated 2nd by the teachers while 3rd in the rank (WM=3.26) by the students, both interpreted as always. Both the respondents perceived that the role of Social Studies is always towards preparing and acquiring of essential knowledge, skills, and values that resembles a democratic way of life and result to an informed citizen.

Overall, the weighted mean was 3.39 for teachers and interpreted as Always. The teachers of Zone 4, Division of Zambales always teach and help the students to acquire Civic and Citizenship Education, an aspect of Social Studies Education/Program. The students (OWM=3.22) interpreted as Sometimes experienced that their teachers allowed them to develop Civic and Citizenship Education skills.

Table 7. Perception of the Respondents on Roles of Social Studies in terms of Contemporary Global Education

E. CONTEMPORARY GLOBAL EDUCATION	Teacher			Student		
	WM	DR	Rank	WM	DR	Rank
1. ...provide students with information necessary to live and thrive in an increasingly interconnected world system.	3.40	Always	6	3.23	Sometimes	5
2. ...develop within students the skills and dispositions necessary to live and work successfully in an interconnected world.	3.34	Always	8	3.19	Sometimes	8
3. ...train students to assume responsibility to do everything possible to get people to work on a solution.	3.43	Always	3	3.28	Always	2
4.make students aware of the major world problems (e.g. inequality injustice/justice, conflict, etc.) and their solutions.	3.44	Always	2	3.33	Always	1
5. ...allows students to understand the world based on multiple viewpoints, global dynamics, and interconnections.	3.36	Always	7	3.23	Sometimes	3
6. ...prepare students to become empowered, empathetic, compassionate, and peace-loving citizens of the world.	3.46	Always	1	3.22	Sometimes	6
7.explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues.	3.41	Always	5	3.20	Sometimes	7
8.develop global awareness and think critically about difficult and divisive issues of the nation and the world.	3.42	Always	4	3.23	Sometimes	4
Overall Weighted Mean	3.41	Always		3.24	Sometimes	

Making students aware of the major world problems, for instance inequality injustice/justice, conflict and their solutions was rated 2nd by the teachers (WM=3.44), however it was rated as 1st by the students (WM= 3.33) with descriptive equivalent of Always. The teachers assessed always (WM=3.43, rank 3) on the training of students to assume responsibility, to encourage people to work on a solution, and their solutions. The students on the other hand rated this particular indicator as ranked 2nd (WM=28), interpreted as always. The study of Kılıç and Aytar (2017) reported evidences that teacher participants directed their learners to examine the effects of changes, world issues in the global community and to strengthen the connection of elements (e.g., language, art, music, lifestyles, values belief systems) to facilitate global understanding.

Overall, the weighted mean was 3.41 for teachers and interpreted of Always. The teachers of Zone 4, Division of Zambales always teach and help the students to acquire Contemporary Global Education, an aspect as Social Studies Education/Program. The students (OWM=3.24) interpreted as Sometimes experienced that their teachers allowed them to develop Contemporary Global Education skills. The Social Studies curricula, according to Khaled (2013) should be reviewed to prepare young ones for the new millennium the most recent available information on global connections and globalization.

5. Difference on the Perception of Teacher and Student - Respondents on the Social Studies Skills

5.1. Teachers

Table 8: Difference in the Perception of Teacher - Respondents on the Roles of Social Studies when grouped according to Teachers Profile

Source of Variation	Age		Sex		Area of Specialization		Highest Educational Attainment	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Content Knowledge	0.25	0.97	0.12	0.73	1.54	0.21	0.46	0.77
Socio-Cultural Sensitivity	1.05	0.41	0.03	0.86	1.57	0.20	1.81	0.13
Collaboration	0.79	0.60	1.44	0.23	0.13	0.94	2.28	0.07

Civic & Citizenship Education	1.06	0.40	3.99	0.05*	0.85	0.47	3.56	0.01*
Contemporary Global Education	0.86	0.54	1.10	0.30	1.26	0.29	2.31	0.06

* Significant

For the result on age profile variable, the significant values for Content Knowledge (0.97), Socio-Cultural Sensitivity (0.41), Collaboration (0.60), Civic & Citizenship Education (0.40), and Contemporary Global Education (0.54) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceptions of the teachers on the role of Social Studies when grouped as to Age. This particular result revealed that even the teacher is young, in their middle adulthood and/or adulthood, there exist similarity of perception, knowledge and understanding on the different roles Social Studies Program in the modern society.

A significant value for Civic & Citizenship Education (0.05) was equal than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference in the perceptions of the teachers on the role of Social Studies when grouped as to Sex. The male and female respondents to some extent show difference of knowledge and awareness on the role of Civic and Citizenship Education of the Social Studies Program in the 21st century.

The variable Area of Specialization, reveals that the significant values for Content Knowledge (0.21), Socio-Cultural Sensitivity (0.20), Collaboration (0.94), Civic & Citizenship Education (0.47), and Contemporary Global Education (0.29) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceptions of the teachers on the role of Social Studies when grouped as to Area of Specialization.

For the profile variable highest educational attainment, a significant value for Civic & Citizenship Education (0.01) was lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference in the perceptions of the teachers on the role of Social Studies when grouped as to highest educational attainment. The respondents who are Bachelor’s Degree holders, Master’s Degree or Doctorate level to some extent show difference of knowledge and awareness on the Civic and Citizenship Education role of Social Studies Program. A study by Bekoe and Eshun (2013) and Ross, Mathison and Vinson (2013) revealed that there are significant differences Social Studies graduate teachers’ conception of Social Studies. The background knowledge of Social Studies teachers is built from their training institutions.

5.2. Students

Table 9: Difference in the Perception of Student - Respondents on the Roles of Social Studies when grouped according to Students Profile

Source of Variation	Age		Sex		Grade Level	
	F	Sig.	F	Sig.	F	Sig.
Content Knowledge	2.19	0.07	11.29	0.00*	28.82	0.00*
Socio-Cultural Sensitivity	1.95	0.10	26.21	0.00*	11.46	0.00*
Collaboration	1.37	0.24	21.73	0.00*	12.19	0.00*
Civic & Citizenship Education	1.18	0.32	18.36	0.00*	21.64	0.00*
Contemporary Global Education	1.02	0.39	15.88	0.00*	11.95	0.00*

* Significant

For the profile age, the significant values for Content Knowledge (0.07), Socio-Cultural Sensitivity (0.10), Collaboration (0.24), Civic & Citizenship Education (0.32), and Contemporary Global Education (0.39) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceptions of the students on the role of Social Studies when grouped as to age. Even the students vary in term of age, there exist similarity of perceived roles of the Social Studies Program in the 21st century. Abbe, Gulick, and Herman (2017) pointed out that regardless of age, students are taught, oriented, and directed to learn Social Studies content knowledge, civic & citizenship education, global education and cultural sensitivity.

Under the profile sex, the significant values for Content Knowledge, Socio-Cultural Sensitivity, Collaboration, Civic & Citizenship Education, and Contemporary Global Education (0.00), respectively were lower than (0.01) alpha level of significance. Therefore, the null hypothesis is rejected. There is highly significant difference in the perceptions of the students on the roles of Social Studies when grouped as to sex. Findings revealed that male or female student-respondents manifested significant difference in their perceptions towards different roles of the Social Studies program in the 21st century. David, Anyie and Joseph’s (2015)

difference in the orientations towards the necessity of different social studies competencies and abilities necessary for the students to acquire was the identified factor for different beliefs and understanding of the learners. Dhandhanian (2016) argued that the male and female students who acquired varying training and preparations allows them to make relevant observations, and make connections between related concepts, ideas and resources inside their classroom and their community.

For the results on grade level profile variable, the significant values for Contents and Knowledge, Socio-Cultural Sensitivity, Collaboration, Civic & Citizenship Education, and Contemporary Global Education (0.00) respectively were lower than (0.01) alpha level of significance. Therefore, the null hypothesis is rejected. There is highly significant difference in the perceptions of the students on the role of Social Studies when grouped as to Grade Level. Findings revealed that the Grade 11 and Grade 12 senior high school students manifested significant difference in their perceptions towards different roles which can be developed in Social Studies program in the 21st century. Babantunde (2013) revealed a difference of students' awareness of the problems of their country and of the world in general and to appreciate the inter dependence between people. David, Anyie and Joseph (2015) stressed the dissimilarity of knowledge and beliefs towards the utility and/or necessity of these skills on them, in their lives and towards achieving what they aspire for and when facing others within diverse world.

5. Conclusion

Based on the findings, the following conclusions were drawn:

1. The majority of the teachers are females, in their middle adulthood, specializing in Social Studies and holders of Bachelor's degree with Master's units.
2. The majority of the students are males, in their middle adolescence stage and Grade 11 Senior High School.
3. The Social Studies teachers always execute lessons and provide classroom settings in which the roles of Social Studies Program to help the students acquire knowledge and enhance understanding on Contemporary Global Education, Civic and Citizenship Education, Contents and Knowledge, and develop Collaboration and Socio-Cultural Sensitivity skills are assured. On the other hand, the senior high school students believed that the role on developing Collaboration skill was always guaranteed at Social Studies classroom. However, sometimes they acquired Contemporary Global Education, Civic and Citizenship Education, Socio-Cultural Sensitivity, and Contents and Knowledge.
4. The Analysis of variance computation result revealed a significant difference in the perceptions in Civic and Citizenship Education role when attributed to variables sex and highest educational attainment. Moreover, there is a highly significant difference in the perceptions on the Contents and Knowledge, Socio-Cultural Sensitivity, Collaboration, Civic and Citizenship Education, and Contemporary Global Education roles which can be acquired from learning Social Studies when attributed to students' sex and grade level.

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