

Utilization of Technology-Aided Strategies in Teaching Social Science: Basis for Outcomes-Based Instruction

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ABSTRACT

One of the major problems in teaching social sciences is finding the appropriate strategies to deliver the lessons to students. The researchers are determined to develop proper guidelines in using educational strategies to improve the learning process, one of which is the Utilization of Technology-Aided Strategies, that a social science teacher could implement inside the four corners of the classroom, especially in the 21st century, where one of the major problems of teachers are engaging students' participation. Descriptive quantitative research method was used in conducting this study. Through the process of purposive sampling technique, a total number of 50 teachers in a national high school was selected to participate in the study. The major instruments used were survey questionnaires. The data gathered were analyzed. The findings demonstrated the importance of understanding the Utilization of Technology-Aided Strategies, when it comes to teaching Social Science. In order to make sure that the right tools and materials were available for them to work with, teachers should be aware of the profiles and learning styles of the learners. The teaching and learning process should be improved by teachers and school officials, boosting its effectiveness and efficiency.

KEYWORDS

educational technology; teaching strategies; social studies

INTRODUCTION

One of the major problems in teaching social science is finding the appropriate strategies to deliver the lesson among students, as numerous studies have shown students find this subject as tiresome and boring, according Tomarong (2020), popular reason is the teacher's utilization of different strategies in delivering the said area of study, despite their great effort to improve their way of instructions, students still see their techniques, strategies and methods as unappealing. For this reason, teachers are determined to develop new educational strategies to improve the learning process, one of which is the technology integration. There is no doubt that technology has played a major role in our lives. In education, it provides teachers and students with access to a variety of educational resources that inspire creativity, critical thinking, and communication.

This technology are being used today as we are in the pandemic in which technology become the gateway of delivering the lesson to the student new found technology-aided strategies are being used, new applications are being imposed as an aid to teachers teaching habit. However, despite of this improvements and innovation. The knowledge on the better usage of this apps are still unfamiliar to different teachers. In today's world, it is essential for

teachers to adapt to these changes and incorporate technology into their teaching, as students have grown up with technology all around them. However, many teachers are hesitant to integrate technology into their instruction because they lack the necessary skills and experience, or because they have not seen effective technology integration in the classroom. To overcome these challenges, teachers must seek out opportunities to learn about and use new technologies, and to find ways to incorporate technology into their curricula in meaningful and effective ways. By doing so, they can help to motivate and engage students, and improve their perceptions of learning and academic success.

Different technology aided strategies have been implemented, teachers of social science use different technology-aided strategies like, the use of multimedia, different technology, gamification, and even the use of social media to widen the students' knowledge of this particular topic. However, despite of the good benefits of using this kind of strategy, researchers find numerous problems on this strategy, even though the Department of Education assurance of bringing technology to the schools there are still the lack of technology in parts of the Philippines. Studies also showed that teacher's mastery and the proper utilization affects the effectiveness of the said strategy, this question on whether it is best to use this as teaching aid. Hence, the researcher was challenged to determine if the utilization of the Technology-aided strategies is effective in teaching social science and its impact on effectiveness the outcome-based instruction method.

This study aims to determine Utilization of Technology-Aided Strategies in Teaching Social Science: Basis For Outcomes - Based Instruction

1. What are the commonly used technology-aided strategies of Social Science teachers in terms of?
 1. Use of multimedia
 2. Gamification/Simulation
2. How does the aforementioned Technology-Aided Strategies affect the respondents in terms of:
 1. Motivational Factor
 2. Comprehension
 3. Classroom Management
 4. Classroom Participation
3. How do the findings be utilized in crafting guidelines to Improve Technology aided strategies in teaching social science to promote outcome-based instructions?

Paradigm

The forgoing theoretical concepts are illustrated in the paradigm that follows using the input – process – output scheme.

The Input shows the different Technology-Aided Strategies in Teaching Social Science. Commonly used Technology-Aided Strategies of Social Science teachers, Use of Multimedia and Gamification/Simulation. The aforementioned Technology-Aided Strategies affect the respondents in terms of, Motivational Factor, Comprehension, Classroom Management and Classroom Participation.

The Processes show the Questionnaire, Collection of data, Analysis of collected data, Interpretation of collection of data, and Evaluation of data through the statistical tools.

The Output Findings may be utilized in crafting guidelines to Improve Technology-Aided Strategies In Teaching Social Science to promote Outcome-Based Instructions.

PARADIGM FIGURE

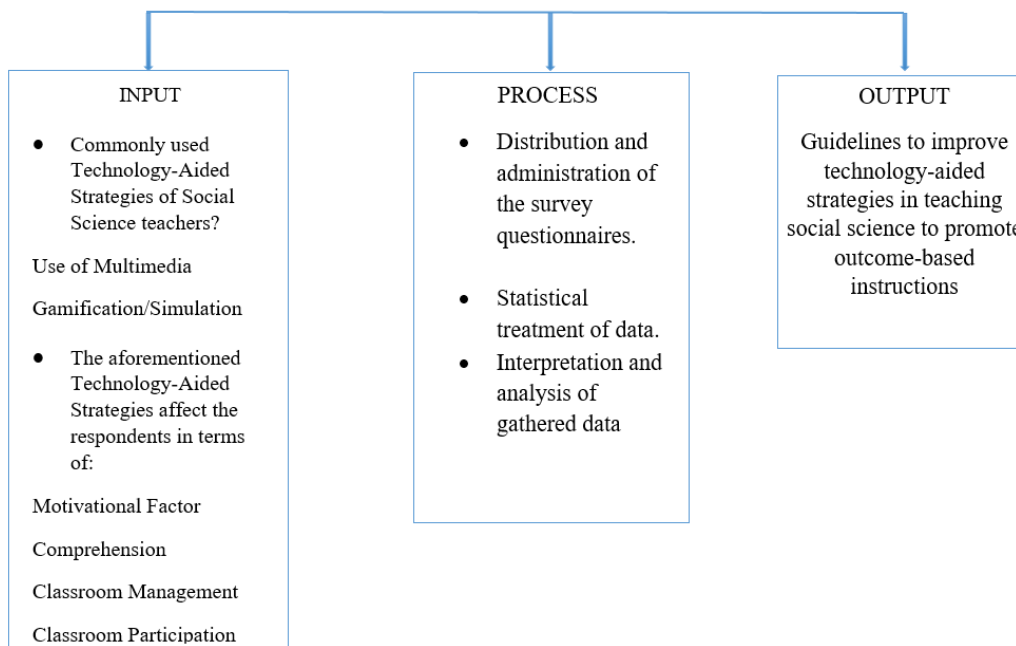


Figure 1. Diagram Paradigm

RESEARCH METHODS

The researcher used the descriptive quantitative design to determine the Utilization of Technology-Aided Strategies in Teaching Social Studies. Descriptive research is used to describe characteristics of a population or phenomenon being studied. The respondents of the study were (50) Junior High School Social Science Teachers in a national high school.

The researchers used survey questionnaires, that consists of a series of questions used to gather information from the respondents. The total of three validators got an average weighted mean of 3.4, which interprets that the validation checklist was graded Very Good. This was to ensure that the tool was capable of gathering the needed data. When sets of questionnaires were already free of errors, survey questionnaires were distributed to the target number of respondents. The raw data were carefully reviewed, tallied and analyzed. The results obtained from the tabulation were treated statistically.

The researchers selected the Purposive Sampling in choosing the respondents. Purposive Sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. The 50 Junior High School Social Science teachers were chosen based on their ability to elucidate the topic of this research.

RESULTS AND DISCUSSION

1. What are the commonly used technology-aided strategies of Social Science teachers?

In terms of Multimedia

The favoring use of multimedia in social science teacher which is rank first received an average of 3.4, which indicates that it is strongly agree. In second rank use different types of multimedia as it easy to accommodate different kind of learners received an average grade of 3.32, thus it is strongly agreed. And in terms of multimedia improves the perception of

students in social science which is rank third got an average of 3.3 that it is strongly agree. Each question's combined mean of all additional results came out to be 3.27 on average, with the verbal interpretation of Strongly Agree.

This can only suggest that the teachers enthusiastically support the use of multimedia. Gonzales, Bernal, Reyes, Reyes, Tan (2018), The teaching process is strengthened through improved communication between professors and students using interactive multimedia technology. The advancement of student learning and teaching accomplishments is significantly impacted by the technological development of instructional content. Using multimedia technology to create educational materials allows for the integration of different knowledge and skill areas. The advancement of multimedia technologies has revolutionized how teaching and learning are conducted.

In terms of Gamification and Simulation

The responds to the terms that using Gamification or Simulations are factor to stimulate interaction among students, rank first with a weighted average of 3.62, indicating that it is strongly agreed upon by the respondents. On the other hand, in second rank the usage of games/ simulation can lower learners' boredom and tiredness got an average of 3.56, and it is also results in strongly agree. The use of games/simulation are highly motivating and entertaining way of teaching social science, ranking third with a weighted average of 3.52 and likewise strongly agreed. The total weighted average of all the added results from each survey question got an average of 3.52. This only means that the usage of technology-aided strategies in teaching in terms of Gamification or Simulations is strongly agreed upon by the respondents.

According to the article of Lucas, Bernal, and Lucas (2021), Simulation and gamification can be enjoyable for the study because they produce positive results and predict promising future trends. Because interaction increases brain function and engagement, gamification in education represents a significant advance. We are already aware of the advantages and disadvantages of gamification and gaming in the classroom. Studying is more prevalent, which develops humanity.

2. How does the aforementioned Technology-Aided Strategies affect the respondents?

In terms of Motivational Factor

Out of 50 respondents, the first rank with a weighted mean of 3.46 choose strongly agree that technology-aided strategies can establish a group relationship. The second rank with a mean of 3.22 indicated that most of the respondents believe that it increased the level of participation of the students. While on the third rank, 3.18 believe that it can boosts the self-efficacy of their students. The total weighted average of all the added results from each survey question got an average of 3.16, with the verbal interpretation of Agree. This only means that the usage of technology-aided strategies in teaching affects respondent's class in terms of motivational factor.

Chap-as, de vera, Angagan, Balitar, and Bernal (2019), Knowledge retention improves when pupils have the choice to learn via technology because their motivation increases. With the help of technology, teachers might be able to accomplish it. According to certain research, technology may even aid in the teaching and learning aspects of school. Additionally, it encourages the kind of engagement and conversation that kids are accustomed to outside of the classroom but lack when required to focus on the subject matter

of a lesson. Thanks to interactive learning, students can simply review certain topics, go further into them, test concepts, and receive feedback.

In terms of Comprehension

The first rank reveals that majority of the respondents weighted mean of 3, believe technology aided strategies provide learning and reading opportunities. On the other hand, understanding skills are been boosted because of technology aided instruction ranked as second with a weighted mean of 3.48. The third rank is students comprehending the materials results with a mean of 3.46.

The total weighted average of all the added results from each survey question got an average of 3.46, with the verbal interpretation of Strongly Agree. This only means that the usage of technology-aided strategies in teaching affects respondent's class in terms of Comprehension.

Bernal, Gamaru, and Oleo (2020), Students' reading skills improved if they frequently participated in online literacy exercises. Students' enthusiasm and reading fluency are also getting better in educational environments that incorporate digital texts.

In terms of Classroom Management

In rank 1, teachers have a stronger platform, recognize and reward their students' successes and good conduct with the help of technology with 3.64 mean responses and with interpretation description of Strongly Agree. In rank 2, Technology helps classroom management to increase instructional time by decreasing the potential chaos and lag time often associated with changes between activities with 3.50 mean responses and with interpretation description of Strongly Agree. In rank 3, Technology influence teachers practice and the implementation of new strategies with 3.46 mean responses and with interpretation description of Strongly Agree.

The total weighted average of all the added results from each indicators got an average of 3.18, with verbal interpretation of Agree. This only means that the usage of technology-aided strategies in teaching affects respondent's class in terms of Classroom Management.

Bernal, de vera, and Salazar (2018) The goal of facilitators is to improve learner engagement through the development of engaging and entertaining lessons. Technology can be used to grade and assess students using spreadsheets or other programs, in addition to aiding teachers in the creation of lesson plans. Since the learning content is handled by technology, the facilitator has a greater opportunity to engage the learners directly and pay attention to their unique needs.

In terms of Classroom Participation

In rank 1, teachers can provide effective classroom participation through the different online educational platforms with 3.64 mean responses and with interpretation description of Strongly Agree. In rank 2, The Teacher can maintain the classroom daily routine to organize the classroom participation through technology with 3.58 mean responses and with interpretation description of Strongly Agree. In rank 3, Students participate well whenever the teacher using technology aided strategies with 3.56 mean responses with interpretation description of Strongly Agree.

The total weighted average of all the added results from each indicators question got an average of 3.52, with an interpretation of Strongly agree. This only means that the usage of technology-aided strategies in teaching affects respondent's class in terms of Classroom Participation.

Bernal, de vera, and Mangalus (2021) They said that technology may be used in your classroom to encourage participation. Utilizing technology in your classroom, such as a computer, iPad, or other electronic device, can make typically boring subjects engaging and fun. They claim that when students use technology in the classroom, they tend to lend each other a hand more frequently. Many technology-based tasks have extra components, which puts students in situations where they must ask their classmates or the teacher for help. Additionally, the more tech-savvy students can assist their less experienced colleagues when the class is broken into smaller groups.

3. Based on the findings of the study a Professional Guidelines in the Utilization of Technology-Aided strategies in Teaching Social Science is crafted

While technology helps social science teachers provide learning opportunities, give timely feedback, and increase student engagement with academic materials, it also poses challenges.

Here are some doable recommendations for integrating technology into education. They could assist you in better managing technology-supported instruction and avoiding some of the frequent difficulties.

Objectives: To help teachers in engaging students inside the class, promote interaction and participation among the students, help teachers in managing everyday class, and improved their teaching instructions.

Goals: To produce excellent and successful students, through the use of technology, and to erase the stigma against social science subject as boring and tiresome.

CONCLUSION

Majority of the respondents strongly agreed to the use of technology aided strategies in teaching social science such as the use of multimedia and Gamification or Simulations. When it comes to use of multimedia, the teachers of a National High School firmly support the use of multimedia as a methods to enhance the teaching abilities of the respondents. Most of the respondents agree with the same response, which is seen as strongly agree. Same as to Gamification or Simulations, the majority of respondents strongly agreed that they are extremely effective because it stimulate interaction of the students, can lower learner's boredom and tiredness, highly motivating and entertaining way of teaching social science, helps to improve students critical thinking skills and last easy to use as it very accessible.

Majority of the responses that we gathered from our respondents choose "strongly agree". They believe on how important technology aided strategies in improving the way students learn and read, since nowadays there's a lot of learning and reading instructions that can help them to connect to the things they do online and for the teachers to efficiently prepare courses and keep track on their students development with the use these technology simulations. Therefore, the Utilization of Technology helps classroom management and participation to increase the implementation of new strategies in teaching Social Science. And it enhance the classroom set up through the different online educational platforms. Researchers created a professional Guidelines, to help teachers in using the technology-aided strategies when teaching Social Science

Recommendation

Based from the data gathered and conclusions drawn, the following are hereby recommended:

1. Teachers and learners should collaborate in using multimedia, gamification, and simulation in teaching and learning inside the classroom.
2. Teachers should use the different technology-aided strategies to motivate the learners to learn the lesson being presented before presenting the lesson proper for the day.
3. Learners could use these technology-aided strategies to further comprehend the lesson based from what the teacher had presented in class.
4. The teacher could use technology to manage the classroom and have the learners participate before and during the class discussion.
5. The school administrators could design a technology-aided strategy training and workshop for teachers.
6. The future researchers could research on a specific technology aid as used by the teacher in their generation.

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