

Social Science Instruction in State Universities and Colleges in Region 1: Basis for a Master of Arts in Social Science Education Curriculum

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Abstract - *The study utilized the descriptive-survey and development methods of research aimed to evaluate Social Science instruction in state universities and colleges (SUCs) in Region 1. It sought to inquire on the profile of the Social Science teachers and their teaching effectiveness in the General Education Social Science courses. The study employed fourth year Teacher Education students of selected campuses of the SUCs and their Social Science teachers. The study found out that a majority of the Social Science teachers have academic degrees which are not vertically articulated but were determined to be effective in all of the Social Science courses. Some significant relationships are manifested in the correlated variables of the Social Science teachers' professional profiles (educational attainment, academic rank, teaching experience). No significant differences in the instructional competencies among the vertically and non-vertically articulated teachers were evident. In most cases, no significant differences were also noted among the vertically and non-vertically articulated teachers in terms of teaching effectiveness. It can be concluded that Social Science teachers are generally proficient in terms of instructional competencies and teaching effectiveness in the Social Science courses and vertical articulation of academic degrees does not have much bearing on them. Based on the results of the study, a Master of Arts in Social Science Education curriculum was developed.*

Keywords – social science instruction, vertical articulation, curriculum development

INTRODUCTION

In order to steer clear from confusion in decision-making, curriculum designers must establish a concrete curricular plan. Knowledge of curriculum designs must be possessed by them as these would help them in selecting the most appropriate design in crafting or even revising a curriculum. O'Neill [1] posits that curriculum models help designers to be systematic and transparent in mapping out the underlying principles for the use of particular teaching, learning, and assessment approaches. Furthermore, these models provide curriculum planners a basic frame of reference as they develop the curriculum.

Curriculum designs provide direction and guidance to the curriculum planner as he conceptualizes and organizes the curricular components as they are being developed [2]. A curriculum has four main components- the

learning objectives, learning content, learning experiences, and approaches in the evaluation of learning outcomes. [3]

In utilizing Social Reconstructionism as the curriculum design for the proposed graduate program curriculum design, the study recognizes the fact that this model perfectly suits the objectives of the Social Sciences. Social Reconstructionism also highlights the complementary relationship of the school and the society in realizing social transformation. Its primary objective, according to Raths as cited by Ornstein et al. [4], is to improve and reconstruct society with education as the engine towards change and social reform. A Social Reconstructionist curriculum is focused on the examination of social, economic, and political problems and to correct them by offering solutions to build a better society. [5] [6]

To understand Social Reconstructionism better, its philosophical foundation should be put into consideration. Any curricular endeavor is predisposed on the vitality of a philosophical basis. As the American educator John Dewey stated in his book *Reconstruction in Philosophy*, philosophy is the general theory of educating. It will certainly affect how curriculum designers select, develop, and organize the learning objectives, learning content, learning experiences, and evaluation approaches of a certain curriculum. Indeed, philosophy serves as a basis for curriculum decisions. [7]

The Social Reconstructionist philosophy views the world from a social perspective. The nature of the society as it has been, as it is, and as it should be is where most of the ideology's concepts and assumptions are generated. [8]

Social Reconstructionism is premised on two realities: the society needs continuous reconstruction and the involvement of education is necessary in reconstructing society. [9] To simplify the concept of Social Reconstructionism, it can be illustrated in the figure below:

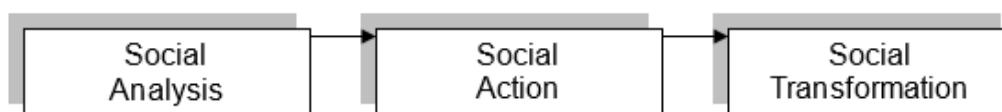


Figure 1: The Social Reconstructionism Process

Social Reconstructionism starts with the assumption that the society has many problems to contend with. These social problems have to be analyzed in order for people to see them in a broader perspective and the chances for their eradication greatly enhanced. [10] The centrality of social problems in Social Reconstructionism creates the need to establish the parameters of what makes a social problem. There are four elements of a social problem: it causes physical or mental harm to people and to the society; it offends the values or standards of some major component of the society; it persists for an extended period of time; and it produces a competing proposed solutions because of differences in evaluation of various social groups. [11]

The vision of a better society cannot be achieved if action is not realized. Social action manifests the development of solutions directed towards reconstructing society. This phase is well within the ambit of the Social Sciences as the study of meaningful social action is what defines the Social Sciences. [12] The Social Sciences, in effect, establish the role of an

individual in the society through his action or inaction.

Social action then leads to social transformation, the fundamental objective of the Social Reconstructionist approach. Social transformation is apparent in a more just, satisfying, democratic, egalitarian, and humane society. [13] This distinct role of Social Reconstructionism restructures education into a transformative one. Transformative education as the kind of education that is not simply relevant but also responsive to the problems of the society. [14]

The role of a Social Science teacher in a Social Reconstructionist curriculum is then clearly differentiated from the function of teachers existing in other curriculum models. It can be summed up with “teaching in a way that makes a contribution to the social reconstruction of the society.” [15]

The researcher developed a curricular framework, as presented on Figure 2 below, for better comprehension of the use of Social Reconstructionism as the model in designing the Social Science Education graduate program curriculum.

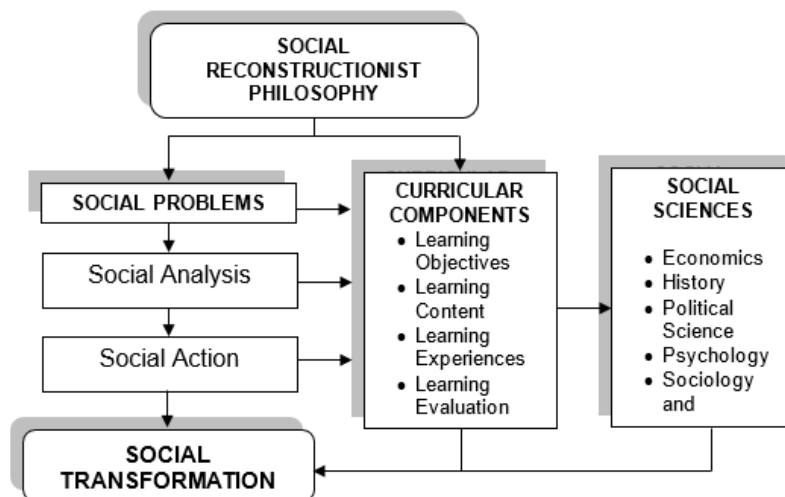


Figure 2: Social Reconstructionist Curriculum Framework

As can be gleaned from the illustration, the Social Reconstructionist philosophy is linked with social problems, the primary consideration in this ideology. These social problems will then be examined to come up with answers that will correct them and eventually leads to social transformation.

Social Reconstructionism is then incorporated in the curricular components-learning objectives, learning content, learning experiences, and learning evaluation. The framework also manifests the integration of the study of social problems, social analysis, and social action in the formulation of the curricular components. The Social Reconstructionist-enhanced curriculum components are then assimilated into the Social Science courses-Economics, History, Political Science, Psychology, and Sociology and Anthropology. Finally, the Social Sciences and their curricular components, as shown in the illustration, are directed toward the attainment of social transformation.

The Social Reconstructionist curriculum emphasizes that the future is not fixed but rather is open to reform and improvement. This truism puts into place the idea of social transformation which is the result of social analysis and social action. Social change is pulled off if the learning experiences in a Social Reconstructionist curriculum integrate classroom learning with

application in the outer world, among which are problem-solving, inquiry method, and cooperative learning. [16]

Social Reconstructionism, without a doubt, entails interdisciplinarity as societal problems are not confined in just one discipline in the Social Sciences. The study of social problems involves the other fields as they have historical origins, social and psychological roots, cultural manifestations, economic effects, and political impact. [17]

Objectives of the Study

The study generally aimed to determine the status of Social Science instruction in the SUCs of Region 1. Specifically, it sought to inquire on the instructional competencies of the teachers and their teaching effectiveness in six Social Science subjects; relationships between the professional profiles of the teachers and their teaching effectiveness; and the differences in the instructional competencies and teaching effectiveness among vertically and non-vertically articulated Social Science teachers.

Hypotheses

At 0.05 level of significance, the null hypotheses were tested whether there are significant relationships between the professional profile variables of the Social Science teachers and their teaching



effectiveness; and significant differences in the instructional competencies and teaching effectiveness of the vertically and non-vertically articulated Social Science teachers.

MATERIALS AND METHODS

Research Design

This study employed the descriptive-survey and development methods of research. The first part was an inquiry on the personal and professional profiles of the Social Science teachers and their teaching effectiveness in the General Education Social Science courses along the instructional areas of objectives, content, methods and strategies (utilization and effectiveness), instructional materials, and evaluation techniques. Based on the results of the first part of the present study, the researcher developed a Master of Arts in Social Science Education curriculum to enhance the teaching effectiveness of Social Science teachers in the SUCs in Region 1.

Participants

Two groups of respondents were employed in the study- Social Science teachers and Fourth Year Teacher Education students during the First Semester of School Year 2011-2012 from Don Mariano Marcos Memorial State University (Mid La Union and South La Union Campuses), Ilocos Sur Polytechnic State College (Sta. Maria and Tagudin Campuses), Mariano Marcos State University (Batac Campus), North Luzon Philippines State College (Candon City Campus), Pangasinan State University (Bayambang and Lingayen Campuses), and University of Northern Philippines (Vigan City Campus).

Instruments and Procedures

Twelve (12) sets of survey questionnaire were constructed as the primary data gathering tool. Six (6) sets were prepared for the teacher-respondents corresponding to the six (6) Social Science courses. The same is true with the student-respondents. The instruments are divided into the following parts: for the teacher-

respondents, this part surveyed their personal and professional profile; for the student-respondents inquired on their perception on the instructional competencies of the teacher-respondents. Part 2 is checklist type which collected data on the perceptions of the teachers and students on the Social Science courses

To measure and prove the validity of the questionnaire, it was subjected to evaluation, critiquing, and approval of the researcher's adviser and expert evaluator. Likewise, the said instruments were also assessed by the researcher's colleagues (experts in constructing questionnaire) at the Pangasinan State University Lingayen Campus. Further, to establish its reliability, the sets of questionnaire were pre-tested to Social Science teachers and a group of selected students at Pangasinan State University Lingayen Campus who possessed the same characteristics with the intended respondents.

The findings of the study served as the basis of the second phase of the study which dealt with the development of the proposed Master of Arts in Social Science Education curriculum aimed to enhance Social Science instruction. The curriculum proposal followed the standard format of Pangasinan State University for graduate degree programs which include the following: title and proponent; rationale; program description; program objectives; program justification; programs of study; course descriptions; course syllabi which followed the format of the Pangasinan State University Graduate School; and resources for the proposed program include faculty roster, facilities, library resources, and budgetary requirements.

Data Analysis

In comprehensively quantifying and analyzing the data, the following descriptive statistics were utilized: for the personal and professional profile of the teacher-respondents frequency counts and percentage distribution; instructional competencies of the Social Science teachers-weighted mean was used. With regards to the significant relationship between the

profile of the Social Science teachers and teaching effectiveness, Spearman Rho Test – Median Using the Statistical Package for the Social Sciences (SPSS) was employed while the Mann-Whitney U Nonparametric Test through SPSS was used to determine the significant

difference on the instructional competencies between vertically and non-vertically articulated teachers.

RESULTS AND DISCUSSION

Table 1. Instructional competencies of the Social Science teachers

Competencies	Mean	Descriptive Rating
Communication skills	3.97	Very satisfactory
Teaching skills	3.70	Very satisfactory
Planning and organization skills	3.95	Very satisfactory
Mastery of the subject matter	3.82	Very satisfactory
Evaluation skills	3.80	Very satisfactory
Classroom management	3.94	Very satisfactory
Teacher personality	3.90	Very satisfactory
Overall Mean	3.87	Very satisfactory

The table summarizes the levels of instructional competencies of the Social Science teachers in the SUCs of the Ilocos Region. It is evident that the seven (7) instructional competencies were very satisfactorily performed by the teachers with mean ratings ranging from 3.70 to 3.97. Among the instructional competencies, the teachers’ communication skills had the highest mean score (3.97) while at the bottom is the teaching skills of the teachers (3.70).

The foregoing findings sustain Pineda’s study [15] which shows that among the

instructional competencies of teachers the highest was communication skills. This only shows the significant role of communication in the success of teaching-learning activities. Generally, the student-respondents viewed the Social Science teachers as very satisfactory in their instructional competencies as reflected by the overall mean of 3.87 or very satisfactory. This reflects the study of Villanueva [16] which reveals that the teaching performance of teachers (deemed as very satisfactory) plays a significant role in the level of academic achievement of students.

Table 2. Vertical articulation of Social Science teachers in SUCs in Region 1

Articulation	Frequency	Percentage (%)
Vertically articulated	18	35.29
Non-vertically articulated	33	64.71
Total	51	100%

Table 2 presents the vertical articulation of the Social Science teachers in the SUCs in Region 1. The same table clearly shows that

non-vertically articulated teachers (33 or 64.71%) outnumber vertically articulated teachers (18 or 35.29%). These findings create an implication that despite the Commission on

Higher Education’s Memorandum Order No. 40, s. 2008 that requires college faculty members to have relevant degrees, most Social Science teachers were not vertically articulated. The findings can be justified by the fact that many

faculty members have already finished their graduate degrees which are not aligned with their undergraduate degrees even before CHED came up with the vertical articulation policy.

Table 3. Teaching effectiveness of teachers in different Social Science subjects as perceived by the teachers and students

Instructional Areas	Teachers		Students	
	Mean	DR	Mean	DR
Basic Economics with Taxation and Agrarian Reform	3.71	Effective	3.69	Effective
General Psychology	3.66	Effective	3.73	Effective
Life, Works and Writings of Jose Rizal	3.81	Effective	3.86	Effective
Philippine History	3.79	Effective	3.82	Effective
Politics and Governance with Philippine Constitution	3.75	Effective	3.75	Effective
Society and Culture with Family Planning and Population Education	3.82	Effective	3.84	Effective
Overall Mean	3.76	Effective	3.78	Effective

Highlighting the teaching effectiveness of Social Science teachers, it can be seen on Table 3 that the teachers and students perceived the instruction of the 6 Social Science subjects as effective (3.76 and 3.78, respectively). It can be gleaned from the table that teaching

effectiveness is highest in the subject Society and Culture with Family Planning and Population Education (3.82 or effective) as perceived by the teachers themselves and in Life, Works and Writings of Jose Rizal as deemed by the students (3.86 or effective).

Table 4. Relationship between the professional profile of teachers and teaching effectiveness in Basic Economics with Taxation and Agrarian Reform

Instructional Areas	Educational Attainment	Academic Rank	Teaching Experience
Objectives	.058	-.120	-.107
Content	.071	-.058	-.043
Methods and Strategies (Utilization)	.012	.033	.104
Methods and Strategies (Effectiveness)	.135*	-.180**	-.011
Instructional Materials	.000	.047	.127*
Evaluation Techniques	.131*	.142*	-.116

* Correlation is significant at the 0.05 level (2-tailed)
 ** Correlation is significant at the 0.01 level (2-tailed)

The finding is in concert with the results of the study of Guda-Moyano [17] where she found that educational attainment has no bearing

in a teacher’s instructional performance. Notable also are the correlation between the teachers’ academic rank and instructional areas wherein

three (3) posted negative correlation. Effectiveness of methods and strategies posted a negatively significant value (-.180*) which means the null hypothesis is rejected as there is a significant relationship between academic rank and the said instructional area. This could also mean that as the academic rank of the teachers increase, their effectiveness in the use of methods and strategies goes down. This runs in contrary to the findings in the correlation of educational attainment and the said instructional area.

Among the three variables which posted positive correlation, evaluation techniques were deemed significantly related to academic rank. Again, the null hypothesis is accepted. It can therefore be implied that there exists a significant relationship between academic rank and evaluation techniques. The findings could also mean that as the academic rank of the Economics teachers increase and so is their

effectiveness in evaluating the students' learning outcomes.

The same table also shows the relationship of the teaching experience of the Economics teachers and their teaching effectiveness along the six (6) instructional areas. Four (4) are perceived to be negatively correlated (objectives, content, effectiveness of methods and strategies, and evaluation techniques). Instructional materials are significantly positively correlated to teaching experience as sustained by the *r-value* of .127*. This results to the acceptance of the null hypothesis. Indeed, there is no significant relationship between teaching experience and the Economics teachers' effectiveness in the utilization of instructional materials. This could mean that their length of teaching experience has no bearing in the way they develop and use instructional materials.

Table 5. Relationship between the professional profile of teachers and their teaching effectiveness in General Psychology

Instructional Areas	Educational Attainment	Academic Rank	Teaching Experience
Objectives	-.116	-.158*	-.183**
Content	.149*	-.315**	-.215**
Methods and Strategies (Utilization)	-.022	-.050	-.080
Methods and Strategies (Effectiveness)	-.078	-.011	-.060
Instructional Materials	.081	.104	.122
Evaluation Techniques	.078	-.044	-.021

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

As can be gleaned from the table above, four (4) instructional areas are negatively correlated with the professional profile of the Psychology teachers. These are objectives and content for both the academic rank and teaching experience of the teachers. The null hypothesis therefore is rejected as significant relationships exist among the identified variables. The Psychology teachers' academic rank and teaching experience affect their attainment of objectives and implementation of the content in

the course. The negative correlations could also reflect that as the academic rank and teaching experience of the Psychology teachers go up, the attainment of objectives and implementation of content decrease.

In educational attainment, positive and negative correlations are evenly divided. Content, instructional materials and evaluation techniques were positively correlated while objectives and utilization and effectiveness of methods and strategies were determined as inversely related. The data on the relationship of

academic rank and the six (6) instructional areas shows that only instructional materials is positively correlated (.104). This could only mean that as the academic rank of Psychology teachers increases the effectiveness of instructional materials used in teaching also goes up.

When it comes to the teaching experience of the teachers handling General

psychology and its correlation with the instructional areas, five (5) variables are negatively related. Only the teaching experience of the General Psychology teachers and the effectiveness of instructional materials positively correlated as sustained by the *r-value* of .122.

Table 6. Relationship between the professional profile of teachers and their teaching effectiveness in Life, Works, and Writings of Jose Rizal

Instructional Areas	Educational Attainment	Academic Rank	Teaching Experience
Objectives	.125	.188*	.086
Content	.078	.125	.072
Methods and Strategies (Utilization)	-.010	.045	-.055
Methods and Strategies (Effectiveness)	-.002	.101	.078
Instructional Materials	.026	-.040	-.031
Evaluation Techniques	.028	.027	.131*

* Correlation is significant at the 0.05 level (2-tailed)

It can be gleaned from Table 6 that most of the correlated variables have positive relationships. Significant correlations are highlighted by the Rizal teachers' academic ranks and the attainment of the course's objectives (.188*) and so is with their teaching experience and the effectiveness of evaluation techniques (.131*). These mean that the null hypothesis is accepted as there is no significant relationship between the said professional variables and the identified instructional areas. It is also possible that the increase of the Rizal teachers' academic rank increases their attainment of the course's objectives. As also shown on the table, the teachers' experience and objectives are also positively correlated. It can be surmised that academic rank and teaching increases the attainment of objectives as teachers have already mastered the presentation of the said objectives through years of service. Teaching experience could have also contributed to the effectiveness of the Rizal teachers' use of evaluation techniques.

Along educational attainment and the instructional areas, four (4) are positively related- objectives (.125), content (.078), instructional materials (.026), and evaluation techniques (.028). The utilization and effectiveness of methods and strategies in teaching the Rizal course were negatively correlated with *r-values* of -.010 and -.002, respectively.

As to academic rank, it is evident from the same table that instructional materials are negatively correlated with the said professional profile. The rest of the variables have positive correlations with the areas having the following coefficients- content (.125), utilization of methods and strategies (.045), effectiveness of methods and strategies (.101), and evaluation techniques (.027). It could be implied that the teachers' academic rank have a positive impact on the said instructional areas.

On the teaching experience of the Rizal teachers and the instructional areas, it can be readily noted from Table 53 that four (4) areas have positive *r-values*. These are objectives

(.086), content (.072), and effectiveness of methods and strategies (.078). The *r-value* of evaluation techniques and teaching experience (.131*) manifests the acceptance of the null hypothesis. Thus, it can be said that there is no significant relationship between the length of teaching experience of the Rizal teachers and their effectiveness in evaluation techniques. It

could also be probable, due to the positive correlation, that as the teaching experience of the Rizal teachers goes up the attainment of objectives of the course along with the implementation of content, effectiveness of methods and strategies, and effectiveness of evaluation techniques increase.

Table 7. Relationship between the professional profile of teachers and their teaching effectiveness in Philippine History

Instructional Areas	Educational Attainment	Academic Rank	Teaching Experience
Objectives	.018	-.068	.021
Content	.094	-.115	-.137*
Methods and Strategies (Utilization)	.074	-.070	.040
Methods and Strategies (Effectiveness)	.023	.004	.066
Instructional Materials	.019	.052	.057
Evaluation Techniques	.070	-.025	-.075

* Correlation is significant at the 0.05 level (2-tailed)

Table 7 depicts the professional profile of the Philippine History teachers along educational attainment, academic rank, and teaching experience and their relationship to their teaching effectiveness in the six instructional areas. Positive correlations are evident between the Philippine History teachers' educational attainment and the instructional areas. Therefore, it can be implied that the higher the educational attainment of the teachers are, the more effective they are in the attainment of objectives (.018), content (.094), utilization of methods and strategies (.074), effectiveness of methods and strategies (.023), effectiveness of instructional materials (.019), and effectiveness of evaluation techniques (.070). These imply that a higher educational attainment of the teachers directly affects their teaching effectiveness. Their advanced degrees could have contributed greatly to the means by which they teach Philippine History.

The same table shows that in the part of academic rank and its relationship with the instructional areas, four (4) are negatively correlated while only two (2) have positive

relationships. The four areas are objectives (-.068), content (-.115), utilization of methods and strategies (-.070), and evaluation techniques (-.025). In these cases, it is likely that the teachers' effectiveness might have go down as their academic rank increased. The two variables which are positively correlated are effectiveness of methods and strategies (.004) and instructional materials (.052).

Finally, the table also presents the relationship between the Rizal teachers' experience in the teaching experience and the six instructional areas. It is notable that teaching experience and implementation of content was deemed as significantly negatively correlated as evident in its *r-value* of -.137*. The null hypothesis is also rejected which mean that there is indeed a significant relationship between teaching experience and the implementation of content which in this case is negative. Evaluation techniques also have negative relationship with teaching experience. Positive correlations between teaching experience and instructional areas are apparent in attainment of objectives (.021), utilization of methods and strategies (.040), effectiveness of methods and

strategies (.066), and effectiveness of instructional materials (.057).

Table 8. Relationship between the professional profile of teachers and their teaching effectiveness in Politics and Governance with Philippine Constitution

Indicators	Educational Attainment	Academic Rank	Teaching Experience
Objectives	-.134	.070	.038
Content	.109	-.059	-.141*
Methods and Strategies (Utilization)	-.054	-.107	-.162*
Methods and Strategies (Effectiveness)	-.008	.053	-.213*
Instructional Materials	-.211**	.017	.048
Evaluation Techniques	.030	-.125	.045

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Table 8 illustrates the correlation between the professional profile of teachers in Politics and Governance with Philippine Constitution and the six instructional areas. It can readily be seen that four (4) correlated variables are significantly related albeit negatively. Specifically, these are educational attainment and instructional materials (-.211**), teaching experience and content (-.141*), utilization of methods and strategies (-.162*) and effectiveness of methods and strategies (-.213*). The null hypothesis is then rejected as significant relationship, although negative, between the said correlated variables are evident. The educational attainment of the teachers affects the effectiveness of their development and use of instructional materials. Their teaching experience also has a bearing in their implementation of the content in the course as well as in the utilization and effectiveness of methods and strategies. Due to the negative correlations, it might as well be stated also that as the higher these identified professional profile of the Political Science teachers are, the lower are their effectiveness in the said instructional areas.

As for educational attainment and the instructional areas in Politics and Governance with Philippine Constitution, four (4) are identified as negatively correlated while two (2) have positive relationship with the said professional profile (content, .109 and evaluation techniques, .030). In terms of academic rank, three (3) are determined to be positively correlated which are objectives (.070), effectiveness of methods and strategies (.053), and instructional materials (.017).

As to the correlation of the teaching experience of the Political Science teachers and their teaching effectiveness in the six instructional areas, three (3) are positively correlated (objectives, .038; instructional materials, .048; and evaluation techniques, .045). The significantly negative correlation of teaching experience and the rest of the instructional areas (which were presented beforehand) could mean that as the teaching experience of the teachers goes higher, their teaching effectiveness in the areas of content and utilization and effectiveness of methods and strategies go down.

Table 9. Relationship between the professional profile of teachers and their teaching effectiveness in Society and Culture with Family Planning and Population Education

Instructional Areas	Educational Attainment	Academic Rank	Teaching Experience
Objectives	-.010	.028	-.015
Content	-.117	-.052	.011
Methods and Strategies (Utilization)	.018	-.045	-.069
Methods and Strategies (Effectiveness)	.157*	.144*	.086
Instructional Materials	.012	.092	.085
Evaluation Techniques	-.047	-.003	.034

* Correlation is significant at the 0.05 level (2-tailed)

Table 9 illustrates the relationship of the selected professional profile variables of the Sociology teachers and their teaching effectiveness in the instructional areas of the course Society and Culture with Family Planning and Population Education.

The correlation between educational attainment and teaching effectiveness manifests a significant positive correlation between the said professional profile and the effectiveness of methods and strategies as reflected in its *r-value* of .157*. The same is true with the correlation of the said instructional area with academic rank (.144*). These circumstances led to the

acceptance of the null hypothesis. The *r-values* submit that there is no significant difference between the Sociology teachers' academic rank and educational attainment and since they are positively related, it can be accepted that the educational attainment and academic rank still have an effect on the effectiveness in using methods and strategies, albeit insignificant.

Finally, in teaching experience and teaching effectiveness, positive correlations are seen in four instructional areas (content, effectiveness of methods and strategies, instructional materials, and evaluation techniques).

Table 10. Significant differences in the instructional competencies of vertically articulated and non-vertically articulated Social Science teachers

Instructional Competencies	z value	Probability Value
Communication Skills	-.424	.672
Teaching Skills	-.472	.637
Planning and Organization Skills	-.922	.356
Mastery of the Subject Matter	-.075	.940
Evaluation Skills	-.981	.326
Classroom Management	-.517	.605
Teacher Personality	-.456	.649

Significant at the 0.05 level (2-tailed)

The table above presents the significant differences in the instructional competencies of vertically articulated and non-vertically articulated Social Science teachers in the SUCs of Region 1. The instructional competencies are

communication skills, teaching skills, planning and organization skills, mastery of the subject matter, evaluation skills, classroom management, and teacher personality. Using the Mann-Whitney U nonparametric test, it was found out that there are no significant

differences in all of the instructional competencies of the two groups of teacher-respondents.

To be specific, the probability values of the instructional competencies (communication skills, .672; teaching skills, .637; planning and organization skills, .356; mastery of the subject matter, .940; evaluation skills, .326; classroom management, .605; and teacher personality, .649) are greater than the significance level of 0.05. Thus, the null hypothesis is accepted.

These findings imply that the vertical articulation of the academic degrees finished by the Social Science teachers do not have any bearing on their instructional competencies. This could be possibly due to the fact that instructional competencies are expected to be possessed by all college teachers irrespective of whether their academic degrees attained are vertically aligned or not.

Table 11. Significant differences in the teaching effectiveness along the Social Science courses of vertically articulated and non-vertically articulated Social Science teachers

Courses	Instructional Areas											
	Objectives		Content		Methods and Strategies				Instructional Materials		Evaluation Techniques	
	z	PV	z	PV	U	PV	z	PV	z	PV	z	PV
Basic Economics with Taxation and Agrarian Reform	-1.173	.241	-4.490	.653	-2.774	.006	-5.048	.000	-4.348	.000	-7.323	.000
General Psychology	-1.985	.047	-4.106	.000	-.5910	.555	-1.876	.061	-.7290	.466	-1.840	.066
Life, Works, and Writings of Jose Rizal	-2.970	.003	-1.669	.095	-.718	.473	-2.611	.009	-1.720	.086	-2.609	.009
Philippine History	-.6190	.536	-1.136	.256	-1.588	.112	-.1690	.866	-.3600	.719	-.6450	.519
Politics and Governance and Philippine Constitution	-1.648	.099	-.8240	.410	-1.923	.054	-4.680	.000	-.1300	.896	-2.155	.031
Society and Culture with Family Planning and Population Education	-2.220	.028	-1.971	.049	-.0450	.964	-.5140	.607	-.9810	.326	-.6520	.514

Significant at the 0.05 level (2-tailed)

z- z-value

PV- Probability Value

U- Utilization

E- Effectiveness

Table 11 of the study presents the significant differences in the teaching effectiveness of vertically and non-vertically articulated Social Science teachers in the six (6) instructional areas of the Social Science courses.

In the subject Basic Economics with Taxation and Agrarian Reform, the table exposes that no significant differences are reflected in the attainment of objectives (.241) and implementation of content (.653) of vertically and non-vertically articulated Economics teachers. This manifests that the null hypothesis is accepted. Thus, even if a teacher is

vertically articulated or not, objectives are still attained and lessons in the course are still implemented. In contrast, significant difference is evident among vertically and non-vertically articulated Economics teachers in the utilization of instructional materials (.006). Therefore, the null hypothesis is rejected. It is possible that academic degree alignment affects the use of instructional materials of the teachers.

Meanwhile, no difference is present in the instructional areas of effectiveness of methods and strategies, instructional materials,



and evaluation techniques as reflected by their probability values of .000.

In terms of the course General Psychology, it can be scrutinized in the same table that no significant differences in the teaching effectiveness of the vertically and non-vertically articulated Psychology teachers are dominant. Specifically, the areas are utilization of methods and strategies (.555), effectiveness of instructional materials (.061), effectiveness of instructional materials (.466), and effectiveness of evaluation techniques (.066). The null hypothesis is then accepted. It can be inferred that the alignment of academic degrees do not have a bearing in the Psychology teachers' effectiveness in the identified instructional areas. Only in the attainment of the learning objectives do the vertically and non-vertically articulated Psychology teachers significantly differ as evident in probability of .047. In this case, the null hypothesis is rejected. It can be stated therefore that the teachers' vertical articulation has an effect on the level of attainment of the objectives in General Psychology. With regards to the course's content, no difference (.000) is noted in the implementation of the content among the two groups of teacher-respondents.

The table also presents the significant difference in the teaching effectiveness of Rizal teachers who are vertically and non-vertically articulated. As can be gleaned from the table, the absence and presence of significant differences are evenly divided. The instructional areas which are deemed as holding significant differences in teaching effectiveness among the two sets of teachers are attainment of objectives (.003), effectiveness of methods and strategies (.009), and evaluation techniques (.009). These results mean that the null hypothesis is rejected and there are indeed significant differences in the teaching effectiveness of vertically and non-vertically articulated teachers along these identified areas. On the other hand, the null hypothesis is accepted in terms of implementation of content (.095), utilization of methods and strategies (.473), and effectiveness of instructional materials. Possibly, the effectiveness of vertically and non-vertically

articulated Rizal teachers along these instructional areas does not significantly differs.

In Philippine History, it can be scrutinized from the table that no significant difference exists among vertically articulated and non-vertically articulated teachers in their teaching effectiveness along the six instructional areas. The values of significance of the attainment of objectives (.536), implementation of content (.256), utilization of methods and strategies (.112), effectiveness of methods and strategies (.866), effectiveness of instructional materials (.719), and effectiveness of evaluation techniques (.519) provide the results for acceptance of the null hypothesis.

In the course Politics and Governance with Philippine Constitution, it can be gleaned from the table that four of the instructional areas registered probability values which are greater than the 0.05 level. These are attainment of objectives (.099), implementation of content (.410), utilization of methods and strategies (.054), and effectiveness of instructional materials (.896). These findings mean that the null hypothesis will be accepted as there are no significant differences in the teaching effectiveness in the said areas of the vertically and non-vertically articulated teachers. Evaluation techniques were the only instructional area that posted a value (.031) which is lower than the 0.05 level of significance. Thus it can be surmised that there is a significance difference on the effectiveness of the use of evaluation techniques among the vertically articulated and non-vertically articulated Political Science teachers. Moreover, the data results to the rejection of the null hypothesis.

Lastly, the table also presents the significant difference in the teaching effectiveness of vertically and non-vertically articulated teachers in the course Society and Culture with Family Planning and Population Education. It is reflected in the said table that four instructional areas posted values of significance which are higher than the 0.05 level of significance. These findings mean that the null hypothesis is accepted. It can be stated that



there exists no difference in the effectiveness of vertically and non-vertically articulated Sociology teachers in the instructional areas of utilization of methods and strategies (.964), effectiveness of methods and strategies (.607), effectiveness of instructional materials (.326), effectiveness of evaluation techniques (.514). As to the attainment of objectives and implementation of content, their values of significance (.028 and .049, respectively) led to the rejection of the null hypothesis where a significant difference in the effectiveness of the vertically and non-vertically articulated Sociology teachers in the two instructional areas exists.

Developed Master of Arts in Social Science Education Curriculum

The Master of Arts in Social Science Education is advanced interdisciplinary degree anchored on the philosophy of Social Reconstructionism for Social Science educators in the secondary and tertiary levels who seek to develop their knowledge and instructional competencies in the fields of Economics, History, Political Science, and Sociology. The curricular programs aims to produce Social Science educators with enhanced creative, critical, and innovative thinking as reflected in the instructional materials they develop and teaching methods and strategies and evaluation techniques they employ. It also seeks to create an environment where graduate students and faculty members interact on theories, concepts, and issues in the Social Sciences and collaborate on developing projects and researchers aimed at transforming the country's educational system and the society by offering practical solutions to current and emerging local, regional, national, and international problems.

Target clientele and enrollees are educators who wish to expand and strengthen their knowledge in the different fields of the Social Sciences and develop their instructional competencies and professional effectiveness through graduate level education; professionals from other fields of study who seek to explore and deepen their understanding of the Social

Sciences; and undergraduate degree holders who want to pursue or advance a career in the Social Sciences.

The programs of study are the following:

Core/Foundation Courses	9 units
Specialization Courses	18 units
Cognate/Elective/Minor Courses	9 units
Thesis Writing	<u>6 units</u>
Total	42 units

A. Core/Foundation courses

<i>Course Code</i>	<i>Descriptive Title</i>	<i>Units</i>
SSE 201	Philosophy of Social Science	3
SSE 202	Research in the Social Sciences	3
SSE 203	Statistics for the Social Sciences	3

B. Cognates/Electives

SSE 204	Methodologies in Social Science Teaching	3
SSE 205	Development of Social Science Instructional Materials	3
SSE 206	Advanced Topics in Assessment and Evaluation in the Social Sciences	3

C. Specialization Courses

ECON 201	Advanced Microeconomic Theories	3
ECON 202	Advanced Macroeconomics	3
ECON 203	Philippine Economic Policy	3
ECON 204	International Economics	3
ECON 205	Development Economics	3
ECON 206	Special Topics in Taxation and Agrarian Reform	3
ECON 207	Advanced Econometrics	3
HIST 201	The Philosophy of History	3
HIST 202	Philippine Historiography and Methodology	3
HIST 203	Precolonial History of the Philippines	3
HIST 204	The Philippine Revolution	3
HIST 205	The Philippines during the American Era	3
HIST 206	Contemporary History of the Philippines: Roxas to Marcos administrations	3
HIST 207	Contemporary History of the Philippines: People Power I to contemporary administrations	3
HIST 208	The Philosophies in the Writings of Jose Rizal	3
PS 201	Advanced Political Theories and Ideologies	3
PS 202	Political Dynamics and Governing Institutions of the Philippines	3
PS 203	Human Rights and Citizenship Education	3
PS 204	Public Accountability and Good Governance	3



PS 205	Contemporary Issues and Problems in Philippine Government and Politics	3
PS 206	Philippine Foreign Policy and International Relations	3
SOCIO 201	Advanced Social Theory	3
SOCIO 202	Social Change and Movements	3
SOCIO 203	Philippine Social Institutions	3
SOCIO 204	Sociology of Gender	3
SOCIO 205	Contemporary Social Issues and Problems in the Philippines	3
SOCIO 206	Population Studies	3
SOCIO 207	Social Psychology	3
D. Thesis Writing		
SSE 300	Social Science Research	6

**CONCLUSIONS AND
RECOMMENDATIONS**

In view of the findings of the study, the following conclusions were drawn: Social Science teachers in the SUCs in Region 1 are generally proficient and qualified in terms of instructional competence and a Master’s degree as a minimum requirement for faculty in college; profile characteristics which may be educational attainment, academic rank, and teaching experience of the Social Science teachers are generally associated with their teaching effectiveness in the areas of attainment of objectives, implementation of content, utilization and effectiveness of methods and strategies, effectiveness of instructional materials, and effectiveness of evaluation techniques; generally, the vertical or non-vertical articulation of the academic degrees attained by the Social Science teachers do not have much effect to their instructional competencies and teaching effectiveness. Hence, the competence of a teacher is not dependent on a vertically articulated degree.

It is recommended that instructional competencies and teaching effectiveness should be given more weight and emphasis in faculty evaluation mechanisms; vertical articulation of academic degrees should not be a basis for hiring Social Science teachers; SUCs should offer more graduate scholarships to their Social Science faculty members for them to either align their academic degrees or for them to further advance their knowledge in the discipline; a regional training center in the Social Sciences

should be established in order to foster collaborative endeavors among the Social Science teachers in the development of instructional materials, methods and strategies, and mechanisms of evaluation.

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