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Enhancing Social Studies Teaching for 21st Century Learners in Secondary Education

ABSTRACT: Education is substantial in the world, for it could reform the world and can contribute to self and social change. Education is one of the solutions, next to action, to various obstacles and challenges of teachers and learners, today. New strategies and teaching skills have evolved and continuously developing that teachers can use for effective teaching. By using quantitative research method, the researchers have conducted a survey about Enhancing Social Studies Teaching for 21st Century Learners in Secondary Education in the Philippines. The respondents are twenty Social Studies teachers coming from public and private secondary schools. The survey discussed the availability of learning resources; provision of support and teaching strategies, observations, problems, and interventions that teachers have encountered and taken; and responsiveness to the needs of the 21st century in various terms. From the results of the conducted survey, it is clear that high school Social Studies teachers are still using strategies and teaching skills, which are no longer addressing the 21st century skills. However, they integrate it to the 21st century skills and teachings strategies, such as ICT (Information and Communication Technology) and other technology-based pedagogies. The responses of the respondents are quite close to the 21st century skills, such as Critical Thinking and Problem Solving; Communication and Collaboration; Leadership and Management; and ICT have dominated schools today, making the teachers, as well as learners, to be literate technologically and be technologically processed.

KEY WORDS: Enhancing; Social Studies; Teaching Skills; Technology-Based Pedagogies.

INTRODUCTION

The 21st century was marked by the advent of technology, such as the invention of Blue Tooth in year 2000, Face Book in 2004, and You Tube in 2005. These inventions changed the way people maximize the use of technology in communicating across borders, which establishes new spatial scales and the way

people gather and disseminate information. These modern day inventions are an epitome of things that human cannot live without and inseparable of one's daily lives (Loxley & Julien, 2004; Prearcy, 2014; and Angadi ed., 2015).

In the field of medicine, scientist invented artificial heart, bio-artificial liver, bionic contact lens, and others. All of

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Suggested Citation: Mestiola, Renzo A., Glizelle P. Naquita & Nerissa S. Tantengco. (2018). "Enhancing Social Studies Teaching for 21st Century Learners in Secondary Education" in *HONAI: International Journal for Educational, Social, Political & Cultural Studies*, Volume 1(2), November, pp.83-100. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI and STISIP Amal Ilmiah, Wamena, Papua, ISSN 2621-1653 (print) and ISSN 2621-3621 (online).

Article Timeline: Accepted (June 22, 2018); Revised (August 17, 2018); and Published (November 30, 2018).

these inventions will help to treat and to cure people, who suffered from different diseases and illness. Robots helping performs surgeries became a milestone in the field of science, medicine, and robotics. For it registered a high percentage of success in performing serious surgeries (Dwivedi, 2012; and Ermak, 2015).

Education is a perennial arena of struggle and hope (Ayers, 2016). Education challenges humans for it opens human's curiosity; thus, it also serves as hope of humans for it makes people dream big and expands people's perspective in life. Education is so powerful that it could change an individual and the whole society. Education has evolved through time. From Primitive Age up till now, we can see the difference, progress, and development of education; how it helps people, how it makes impact to people lives, how it change the world, and how it could make difference (Seshadri, 2005; Ayers, 2016; and OECD, 2018).

During the Ancient times, education was informal because schools were not yet built, and under-the-tree was their school setting. The goal of education of primitive man is for security, survival, and self-preservation. Back, then, there was a gap between boys and girls, and the amount of knowledge they received. While during the Middle Age, the church was the center of education, it was secular and religious. In the Renaissance period, the age of enlightenment, people were humanists, and the approach of education was goal-oriented and quite liberated for it was open to all, open to knowledge, and open for discoveries and inventions. In the Modern era, science and industrial revolution had conquered education; they played a big role in education producing new blocks of knowledge and advanced facilities (Alison, 2001; Greier & Guovea eds., 2015; and Xing & Marwala, 2018).

Education is more scientific and methodological. Up to the contemporary time, education was as modern but more unified and global, especially the implementation of the Kinder-Grade 12 basic

education (Okabe, 2013; and Pratt, 2011). Education can develop a child's sense of self, sense of citizenship, and sense of community. Therefore, education is important, it can make life meaningful, can deepen one's understanding, can develop one's cognitive skills, can open opportunities to people, and can strengthen social role through interaction (La Marr, n.y.; Watkins, 2005; and Morton, 2010).

Today, 21st century, education is a human right (Lee, 2013). Education as inquiry, inquiry is one of the abilities on which promoters of 21st century skills clamor. The 21st century skills focus on three things: (1) critical thinking and problem solving; (2) communication and collaboration; and (3) leadership and management. The 21st century teaching skills are effectively integrated technologically; technological literacy is being processed and being enhanced through different activities given by teachers (Voogt & Roblin, 2010; Ravitz, 2014; and Malik, 2018).¹

An article says that learning must not be limited within the classroom, it must be extended in the outdoor; and learning must be fun. Fun learning is more effective than being passive in classrooms. There are two kinds of learning in the 21st century: the *passive learning* and *active learning*. The *passive learning* is where the teacher teaches and the students listen, the typical classroom setting. While the *active learning* is the learning is not only within the classroom, but the teacher and the students explore together outside the classroom. In this case, the teacher is not a teacher, but rather a leader or a coach or a facilitator to his/her students (cf La Marr, n.y.; Silberman, 1996; and Zevin, 2007).

Active learning makes better active participants. In this kind of learning, the independence of one student must be aligned to other students' abilities and independence. Most of active learning are interactive and requires collaboration

¹See also, for comparison, "21st Century Skills of Teachers". Available online at: <https://www.slideshare.net/BESP1/21st-century-skills-of-teachers> [accessed in Manila, the Philippines: July 3, 2018].

with group of students and their teacher. In an active learning, the four domains of language are communication skills in speaking, reading, listening, and writing must be integrated in one activity, for this opens a lot of opportunities to students (Simons, 1997; Yuretich *et al.*, 2001; and Moon, 2004).²

The role of education in the 21st century is to create a curriculum that will help students connect with the world and understand the issues that our world faces. Schools in the 21st century will become *nerve centres*, a place wherein teachers and students connect with those around them and their community. Teachers, in this new environment, will become *fewer instructors* and *more orchestrators* of information, giving children the ability to turn knowledge into wisdom. Knowing how this knowledge applies in the real world increase the student's curiosity, which will help them become lifelong learners. It should be flexible on how teacher give learners the resources to continue learning outside the school (Thomas & Cross, 1993; Palmer, 2015; and OECD, 2018).

Is there any advent in the field of education, particularly in Social Studies and History? According to Nicholas A. Christakis (2013), and other scholars, that Social Studies have stagnated and offer essentially the same set of academic departments and disciplines that have for nearly 100 years (Christakis, 2013; Goodall & Oswald, 2014; and Bickford & Bickford, 2015). How can we uplift, elevate, and improve Social Studies in more innovative and more specialized disciplines that can meet the 21st century's intellectual challenges and can help to capitulate and solve social issues and problems? How can we meet the growing needs, wants, and trends of 21st century learners, where everything is possible and limitless? How teaching methods and pedagogies affect 21st century learners in learning the Social Studies and History?

²See also, for example, an article entitled "Active Teaching Strategies and Learning Activities". Available online at: http://samples.ibpub.com/9780763749453/49451_CH09_FINAL.pdf [accessed in Manila, the Philippines: July 3, 2018].

Societies are in flux, and with this teaching Social Studies itself? (Mirador, 2002; Zevin, 2007; and Christakis, 2013).

Social Studies played a big role in education, for it molds an individual to be right and responsible citizen. Because of Social Studies, it can open new wide scope of perspectives and ideas that the whole community can use in analyzing the social problems and giving solutions to it. In teaching Social Studies, a teacher must enhance the cognitive skills of a student and let them participate actively in every activity. Also the outcomes or the output of the students must be effectively taught and performed by the students, because the students are effectively learning when having fun and by experiences (Rakow, 1999; Cristol, Michell & Gimbert, 2010; and Bayır, 2016).

The strategies of the high school teachers in the Philippines are in routine; there is a motivation and pre-assessment, unlocking of word difficulties, the discussion itself, and values integration, the application of the lesson, and assessment or output. The activities given to students are kind of active learning, such as hands-on activities, cooperative learning, technology-based, and peer assessment. For teaching Social Studies, the routine of Social Studies' teachers in high school are in general, but they focus on the subject matter which is the Social Studies (Ang *et al.*, 2001; van Gundy, 2005; and Cing, 2014).

The researchers have noticed that there is something missing or lacking in teaching styles of Social Studies teachers today, especially here in the Philippines, that make their students unmotivated and lose interest in learning the Social Studies. However, this study seeks to find the different techniques, methods, and strategies that Social Studies teachers used today, also for future Social Studies teachers, to enhance their pedagogy and teaching more relevant and innovative (cf Abadines, 2011; Fleming, 2012; and Hannah, 2013). This study will give suggestions and recommendations that will improve the teaching skills of Social Studies teachers, for them to have an effective skills and strategies in teaching the 21st

century learners that will boost up motivation and interests within the 21st century learners.

According to C. Sinnema & G. Aitken (2011), in teaching Social Studies in the 21st century, a Social Studies teacher must know or must be familiar to prior knowledge of his/her students, so that he/she would be able to distinguish what are new to his/her students; what lessons or topics that he/she will further explain and focus; and what are the misunderstandings, misinterpretations, and misconceptions that his/her students must know (Sinnema & Aitken, 2011). To do this, the teacher must give a pre-test or a pre-assessment to his/her students to examine the prior knowledge of his/her students. A Social Studies teacher should also align outcome to success, students must learn things that will make an impact to their success. The activities given to students should be memorable or unforgettable and can be applied to their routine (Stahl & Sickle, 2005; Watkins, 2005; and Sinnema & Aitken, 2011).

There should also be a *continuity* in learning, where in the students could connect, relate, or compare their experiences to the lessons they are discussing. The learning must be inclusive, to avoid biases but open to everyone and everyone's opinion. Opinions must be critically and equally accepted. Social Studies must promote dialogue, where in students are distributed or be grouped for them to interact and communicate with other people. From this, they will be able to share and exchange ideas which they can throw feedbacks and understand each other's differences, and must be analytically and critically understand. When asking for an opinion, the student is delivering as a citizen. Opinion must be accepted and must be legally processed and rectify (Riehl, 2000; Zevin, 2007; and Lundberg, 2014).

Give various activities, outdoor activities specifically, that will generate the interests

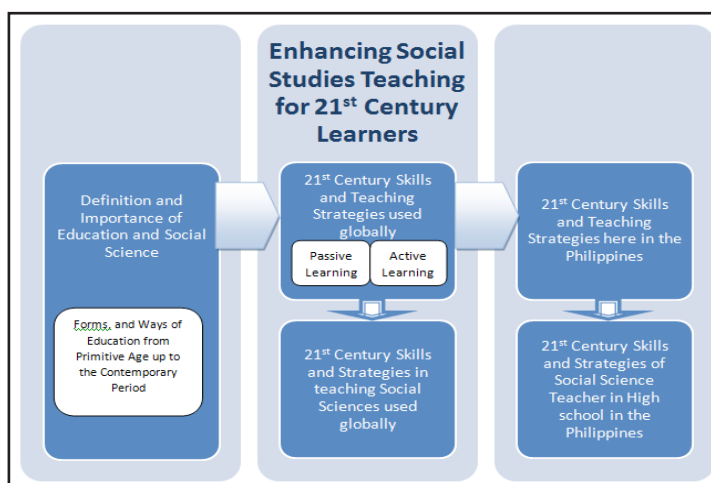


Chart 1:
Conceptual Framework

of the students and will motivate students by experiences, by having fun learning not only in classrooms but beyond it. Activities must be relevant and focus on real life or reality; it can be connected or related to Politics, Economics, Culture, History, etc. that may affect the students' lives. Let the students discover and explore socially and intellectually. Social Studies also known as the foundation of citizenship, the true learning of Social Studies is through socialization, evaluation of ideas, enhancing the historical conscious of a student, how do they relate and connect their past to the present, and how do they foresee their future and the future of the society (Torres, 2006; Ferlazzo, 2012; and Letizia, 2016).

Thus, students need to collaborate with people from different schools and different countries to learn about issues that affect us all. The curriculum in the classroom is designed to incorporate many skills. Students are taught awareness of their world and become real experts, such as scientists and thinkers. Children were engaged and eager to learn. They carry on learning at home and over holidays. As what it has been stressed that "*Ability to foster a love of learning is truly the role of education in the 21st century*" (Zevin, 2007; Bayir, 2016; and Calub, 2017). See chart 1.

Research Aim and Questions. This study was conceived from the realization

Table 1:
Research Profile of Institutions as to Typology, Years of Service, and Educational Attainment

Respondents' Profiles		Frequency (n=20)
Typology	Private School	11
	Semi-Private School	0
	Public School	9
Length of Service	0-5	10
	6-10	3
	11-15	7
	16-20	0
Educational Attainment	Bachelor's Degree	10
	Master's Degree	9
	Doctorate Degree	1

that engagement in new pedagogies, strategies, and methods of teaching Social Studies in the 21st century should be carry out. This will assess the effectiveness of new teaching strategies used by current Social Studies teacher and to classify its intensity to encourage the student to study the subject (Christakis, 2013; Daggett, 2014; and Bayir, 2016).

There are different strategies used by the teachers, but it is time to create new applicable teaching techniques that will fit for the 21st century learners. The Social Studies teachers will be the benefactors of this study in acquiring the different effective strategies and methods in improving the techniques in executing lessons for the 21st century learners (Ang *et al.*, 2001; Zevin, 2007; and Voogt & Roblin, 2010).

Specifically, this study sought to answer the following research questions: (1) How do the respondent describes the learners in terms of: Span of attention, Learning styles, Study habits/attention/drive of motivation, and Attitude towards Social Studies?; (2) How do you encourage your student to study the Social Studies?; (3) What are the factors that affect your Social Studies teaching?; and (4) How do you make your Social Studies class responsive to the needs of 21st century learners in terms of: Pedagogical or teaching strategies, Classroom activities/energizer, and Evaluation or assessment activities.

METHODS

Research Design. A descriptive case study design was used to examine defined

data categories to identify the different skills, pedagogies, and styles used by the respondent in teaching Social Studies. Quantitative research method was used to depict participants in an accurate way. The survey questionnaire was utilized in this study as it sought to identify methods, and techniques used by Social Studies teachers to enhance, improve, and elevate Social Studies teaching relevant for the 21st century learners. The researchers also aimed to investigate the current status of Social Studies and the teacher's effectiveness in teaching Social Studies today (Waxman, Connell & Gray, 2002; George & Bennett, 2005; Starman, 2013; and Creswell, 2013).

Participants and Sampling Plan. The respondents are twenty Social Studies teachers coming from public and private secondary schools. The researchers hypothesized that the teachers in these institutions will give relevant information that is needed for the success of the study (Waxman, Connell & Gray, 2002; Starman, 2013; and Creswell, 2013).

Instrumentation. The survey instrument was developed by the researchers. The questionnaire is consists of respondent's personal information, the availability of resource materials, and accessibility of facilities and equipments in their institution, the description of 21st century learners, the respondent's skills, pedagogies, and styles in teaching Social Studies, and their strategies in motivating their students to study the subject matter (*cf* Gulbahar & Guven, 2008; Ghavifekr & Rosdy, 2015; and Creswell, 2013).

Table 2:
 The Learners' Span of Attention (n=20)

	Mean	Interpretation
1. Participate in all classroom activities.	3.95	Frequently Experienced
2. Participate in the discussions.	3.84	Frequently Experienced
3. Actively cooperate in group activities.	4.00	Frequently Experienced
4. Demonstrate sustained interest in the lesson until the end of the period.	3.63	Frequently Experienced
5. Attentive even during lecture-discussions.	3.47	Somewhat Experienced
Overall	3.78	Frequently Experienced

Notes:

- 4.5-5.00 – Strongly Experienced.
- 3.5-4.49 – Frequently Experienced.
- 2.5-3.49 – Somewhat Experienced.
- 1.5-2.49 – Least Experienced.
- 0.0-1.49 – Not Experienced.

Data Analysis. Data were analyzed, tabulated, and presented through tables and charts. The main statistical methods used are frequency and percentage to show the respondent's profile, while weighted mean was used to present the extent of evidence of effectiveness of teaching skills, strategies, and pedagogies used by respondents in teaching Social Studies in 21st century learners (Bhattacharjee, 2012; Creswell, 2013; and Ali & Bhaskar, 2016).

Respondent's Profile. The researchers had chosen secondary Social Studies teachers coming from both private and public institutions. The length of service of the respondents was most likely to be 6-10 years. The remaining served from 11-15 years of teaching. All the respondents have different rank in teaching as Teacher I, Teacher II, Instructor III, and Assistant Professor. See table 1.

Typology and Organizational Structure. Table 1 summarizes the Respondent's Profile in terms of Typology of the Institution, Length in Service, and Educational Attainment. Among the twenty respondents, nine of them are currently working in a public institution; while the remaining eleven respondents are teaching in private institutions.

The data present also the length of service of all the respondents, which most of them lies between 0-5 years. Out of twenty respondents, seven of them are in the service

for 11-15 years, while the remaining three have been serving for 6-10 years. In terms of Educational Attainment, Bachelor's and Master's Degree got the same respond.

FINDINGS AND DISCUSSION

It will analyse and discusse about Learner Observations, Problems Encountered, and Intervention Taken. Table 2 is pertaining the Span of Attention. So, table 2 shows that in terms of the learner's Span of Attention, the respondents frequently experienced all the categories with mean of 3.78. Among the assessed items, learners whom actively cooperate in group activities got the highest mean of 4.00, followed by participating in all classroom activities which is 3.95. Learners perform well in class when they are not only stocked on their chairs, but respondents observed that they excel most during collaborative works and activities. Attentive even during lecture-discussions got the lowest mean and interpreted as somewhat experienced. Learners exert more effort, when participation is involved (*cf* Zevin, 2007; Crisoló, Camposano & Rogayan, Jr., 2017; and Pana & Escarlos, 2017).

Table 3 is pertaining the Learning Styles. So, table 3 provides the Learning Styles of learners, and how it may affect the classroom setting. Based on the observation of teachers, learners learn more easily when they participate in lesson-related

Table 3:
Learning Styles (n=20)

	Mean	Interpretation
1. Learn easily through listening.	3.42	Somewhat Experienced
2. Enjoy classroom interactions.	4.47	Frequently Experienced
3. Show eagerness in answering individual exercises and other forms of assessment.	3.68	Frequently Experienced
4. Exert the same effort when doing independent written work as when with a group.	4.00	Frequently Experienced
5. Enjoy participating in lesson-related games.	4.74	Strongly Experienced
6. To learn quickly through viewing.	4.16	Frequently Experienced
7. Learn quickly through reading a text related to the topic for discussion.	3.26	Somewhat Experienced
8. Enjoy participating in debates and argumentations.	4.05	Frequently Experienced
9. Learn more effectively through group presentations.	3.95	Frequently Experienced
Overall	3.97	Frequently Experienced

Notes:

- 4.5-5.00 – Strongly Experienced.
- 3.5-4.49 – Frequently Experienced.
- 2.5-3.49 – Somewhat Experienced.
- 1.5-2.49 – Least Experienced.
- 0.0-1.49 – Not Experienced.

games which got the highest mean of 4.74, or it is strongly experienced inside the classroom. They enjoy the classroom interaction, where the students excel more. Also, learners enjoy and learn quickly if the teacher offers the lecture through viewing. It is also frequent for the teachers to observe that learners enjoy participating in debates and argumentations, learn more effectively through group presentations, and exert the same effort when doing independent work as when with the group. The least Learning Styles used today are through just listening and reading a text related to the topic for discussion. It clearly shows that 21st century students learn more easily when group collaboration is used (cf Zevin, 2007; Ross, Mathison & Vinson, 2013; and OECD, 2018).

Table 4 is pertaining the Attitude toward Social Studies. So, table 4 provides the interpretation of teachers to the Attitude of learners toward Social Studies. Learners are creative and conscientious in their projects or assignment for Social Studies subject. They show willingness and passionate to learn the subject. Even after the class, learners are still able to discuss topics covered in the

classroom and able to ask critical questions about the topic. It shows that learners have their will and still exert full effort to learn more about the subject matter through different learning styles (cf Ferlazzo, 2012; Hannah, 2013; and Chee, 2014).

Table 5 is pertaining the Reference Materials used for teaching Social Studies. So, table 5 illustrates the Reference Materials used by the respondents in teaching Social Studies. Respondents use multiple References which have 4.58 mean. Use of supplementary materials, like magazines/newspaper/journals, got a mean of 4.52; followed by the use of internet sources, like websites and blogs, which have a mean of 4.37; next to it is the use of locally-authored more than foreign-authored books that have 4.11 mean. The least Reference used by the respondents is the use of basic reference/textbook.

Teacher should use multiple References in understanding the subject matter he/she teaches. Teachers should not be overwhelm to vast information he/she got from the internet, teachers should be critical and knowledgeable enough in examining whether his/her sources is credible and

Table 4:
 Attitude towards Social Studies (n=20)

	Mean	Interpretation
1. Show his/her willingness to learn in the subject.	4.00	Frequently Experienced
2. Are passionate about Social Studies.	3.84	Frequently Experienced
3. Discuss topics covered in the classroom even after the class.	3.84	Frequently Experienced
4. Are able to ask critical-thinking questions about the topic.	3.63	Frequently Experienced
5. Creativity and conscientious effort in their projects or assignments.	4.05	Frequently Experienced
Overall	3.87	Frequently Experienced

Notes:

- 4.5-5.00 – Strongly Experienced.
- 3.5-4.49 – Frequently Experienced.
- 2.5-3.49 – Somewhat Experienced.
- 1.5-2.49 – Least Experienced.
- 0.0-1.49 – Not Experienced.

Table 5:
 Reference Materials Used for Teaching Social Studies (n=20)

	Mean	Interpretation
1. Use a basic reference/text book.	3.94	Frequently Experienced
2. Use multiple references.	4.58	Strongly Experienced
3. Use supplementary materials like magazines/newspaper/journals.	4.52	Strongly Experienced
4. Use locally-authored more than foreign-authored books.	4.11	Frequently Experienced
5. Use internet sources like websites and blogs.	4.37	Frequently Experienced
Overall	4.30	Frequently Experienced

Notes:

- 4.5-5.00 – Strongly Experienced.
- 3.5-4.49 – Frequently Experienced.
- 2.5-3.49 – Somewhat Experienced.
- 1.5-2.49 – Least Experienced.
- 0.0-1.49 – Not Experienced.

reliable; however, teachers should not forget using books. Teachers should update the entire thing he/she know in order to teach the subject matter effectively and efficiently (cf Abadines, 2011; Chee, 2014; and Crisolo, Camposano & Rogayan, Jr., 2017).

Table 6 is pertaining the Factors that Affect Social Studies Teaching. So, table 6 indicates the Factors that Affect Social Studies Teaching. Insufficient fund and support from the government/institution got the highest mean of 3.11 followed by students' unwillingness to learn which have 2.90, next to it is insufficient numbers of facilities and equipment and excessive number of students per class both have the mean of 2.79. Lack of technology-based got the lowest mean of 2.53. The government and the institution should provide sufficient fund to support the teachers' personal and professional

developments through participating in educational seminars and workshops, reading educational materials regularly, and engaging in educational research for them to have varieties of effective teaching practices, methods, and strategies for all types of learners (cf Stahl & Sickle, 2005; Pont, Nusche & Moorman, 2008; and Christakis, 2013).

Table 7 is pertaining the Encouragement of Teachers to Students to Study Social Studies. So, table 7 shows the different Encouragement of the respondents to his/her Student in studying Social Studies, which have 4.06 overall mean. The most frequently used in encouraging their students is through group-work activities with a mean of 4.37. The use of different classroom activities, the teacher-students interactions and learning applications, which are also frequently used and got the same mean of

Table 6:
Factors Affect Social Studies Teaching (n=20)

	Mean	Interpretation
1. Lack of technology-based.	2.53	Somewhat Experienced
2. Insufficient numbers of facilities and equipment.	2.79	Somewhat Experienced
3. Insufficient fund and support from the government/institution.	3.11	Somewhat Experienced
4. Students' unwillingness to learn.	2.90	Somewhat Experienced
5. Excessive number of students per class.	2.79	Somewhat Experienced
Overall	2.82	Somewhat Experienced

Notes:

- 4.5-5.00 – Strongly Experienced.
- 3.5-4.49 – Frequently Experienced.
- 2.5-3.49 – Somewhat Experienced.
- 1.5-2.49 – Least Experienced.
- 0.0-1.49 – Not Experienced.

Table7:
Encouragement of Teachers to Students to Study Social Studies (n=20)

	Mean	Interpretation
1. Use of different class room activities.	4.32	Frequently Experienced
2. Through Teacher-students interactions.	4.32	Frequently Experienced
3. Competition within the class.	3.63	Frequently Experienced
4. Learning applications.	4.32	Frequently Experienced
5. Through different projects and outputs.	4.26	Frequently Experienced
6. Include evaluation, assessment, assignments etc.	4.21	Frequently Experienced
7. Use of storytelling related to the topic	3.90	Frequently Experienced
8. By means of social media interactions.	3.84	Frequently Experienced
9. Through group-work activities.	4.37	Frequently Experienced
10. Through individual activities.	3.79	Frequently Experienced
11. Through movie reviews related to the topic.	3.68	Frequently Experienced
Overall	4.06	Frequently Experienced

Notes:

- 4.5-5.00 – Strongly Experienced.
- 3.5-4.49 – Frequently Experienced.
- 2.5-3.49 – Somewhat Experienced.
- 1.5-2.49 – Least Experienced.
- 0.0-1.49 – Not Experienced.

4.32. Through different projects and outputs got the third highest response from the respondents, which have a mean of 4.26. Include evaluation, assessment, assignment etc. got a mean of 4.21; followed by the use of storytelling related to the topic which 3.90 mean; the next is by means of social media interactions which have 3.84; after that through individual activities got 3.79 mean. Through movie review related to the topic got the lowest mean of 3.68.

The trend on the 21st century education is the shift of teacher-centered curriculum into student-centered curriculum, which also

cultivates active types of learning. Working collaborative with other students is the best way for the students to learn more (cf Zevin, 2007; IEAB, 2010; and Malik, 2018).

Chart 2 is pertaining the Availability of Learning Resources, Provision of Support, and Teaching Strategies. So, chart 2 shows the different learning resources, facilities, and provision of support of the institutions of the respondents' have. The data shows that the respondents have enough learning resources that are accessible and available for both students and faculty. Thirty percent (30%) of the options are technology-based

resources and facilities that can be used by the 21st century learners; while the seventy percent (70%) are resources and facilities that are not technology-based, yet can still be used by 21st century learners (cf Zevin, 2007; IEAB, 2010; and Crisolo, Camposano & Rogayan, Jr., 2017).

Technology-based resources are learning materials that is used by technology, such as internet, computers, video presentation, projectors; it can be a web-based learning or computer-based learning. Web-based learning is learning that is need by internet, e.g. use of online classroom, e-journals, and etc. Computer-based learning is a learning that is provided and can be achieved with the use of computer, e.g. through making documents, doing powerpoint presentation, and other more (Thieman, 2010; Calub, 2017; and Xing & Marwala, 2018).

Non-technology-based resources are learning materials that is not electricity-dependent or energy dependent. The following are examples of non-technology-based materials, books, journals, encyclopedia, atlas and maps, and etc. So, library, textbooks, and internet-ready computers have the most of the respondents' votes. It present that computer are indeed useful; however, the use of library and textbooks have leveled with computers. This shows that library and textbooks are still essential in learning even in the 21st century. Furthermore, next to these are magazines, computer laboratories, almanac, and/or atlas; next to it are the remaining resources, such as student's lounge, AV-room, encyclopedia, and journals. These remaining learning materials are both technology-based and non-technology based (Zevin, 2007; Illera & Kaechele, 2009; and Ghavifekr & Rosdy, 2015).

The chart 2 shows also that both technology-based and non-technology based can benefit learning in many ways. Non-technology based materials are still useful in the 21st century (cf Garba, Byabazaire & Busthami, 2015; Ghavifekr & Rosdy, 2015; and Calub, 2017).

Chart 3 is pertaining the Accessibility and Availability of Resources. So, chart 3

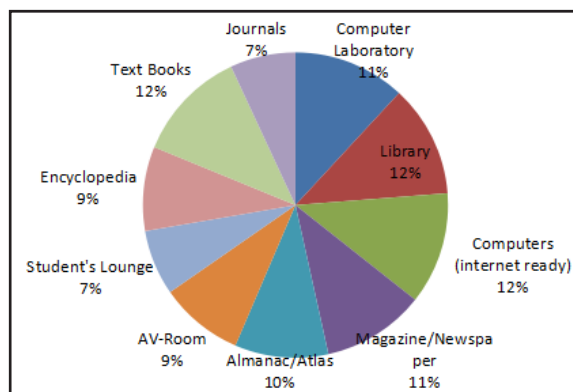


Chart 2:
 Availability of Learning Resources, Provision of Support, and Teaching Strategies.

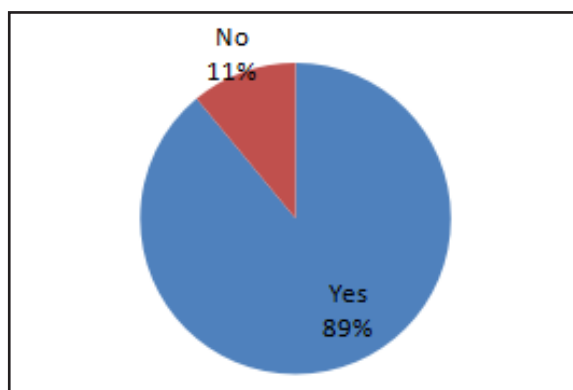


Chart 3:
 Accessibility and Availability of Resources

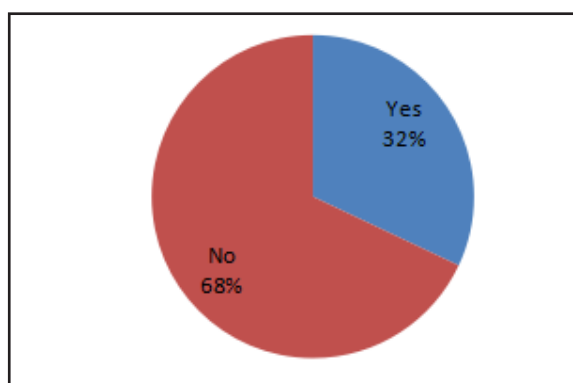


Chart 4:
 Supports from Government or Any Other Non-Government Organizations

presents the accessibility and availability of the following resources in the previous item. Sixteen (16) of the respondents have resources in their institutions, and are available to students. Only three (3) of the

respondents do not have the accessibility and availability of the learning materials in their institutions (cf Okabe, 2013; Crisolo, Camposano & Rogayan, Jr., 2017; and Read & Atinc, 2017).

Chart 4 is pertaining the Supports from Government or Any Other Non-Government Organizations. So, chart 4 presents the provision of support of the institutions, whether supported by Government or any Non-Government Organizations (NGOs). Sixty-eight percent (68%) are not supported by any Non-Government Organizations. Thirty-two percent (32%) of the respondents are indeed supported by a Non-Government Organization (cf Choy, 1997; Jagannathan, 2004; and Read & Atinc, 2017).

Chart 5 is pertaining the Effective Teaching Strategies. So, chart 5 shows the existing teaching strategies that are used by most of Social Studies teachers. However, the graph displays the data of the responses of the respondents. Recall, Summarize, Question, and Connect (RSWC) and Project-Based are the top answer of the respondents; on the other hand, asynchronous teaching has the least answer. These teaching strategies are much familiar with 21st century skills. Different strategies compromise with the needs, skills, and trends of 21st century learning. The 21st century designed global skills that a learner must possess through learning (cf Zevin, 2007; Russell, 2010; and Pana & Escarlos, 2017).

Chart 6 is pertaining the Approaches in Teaching Social Studies. So, chart 6 presents the different teaching approaches of Social Studies. The statistical data shows different approaches that the respondents are using in teaching Social Studies. Students experience approach has the most votes of nineteen percent (19%), experiential is essential and necessary in teaching Social Studies. Group presentation follows the top answer. Collaboration is really needed in teaching and learning. Next to this is the authority to decide of the student and designing activities by teachers, which have thirteen percent (13%), and twelve

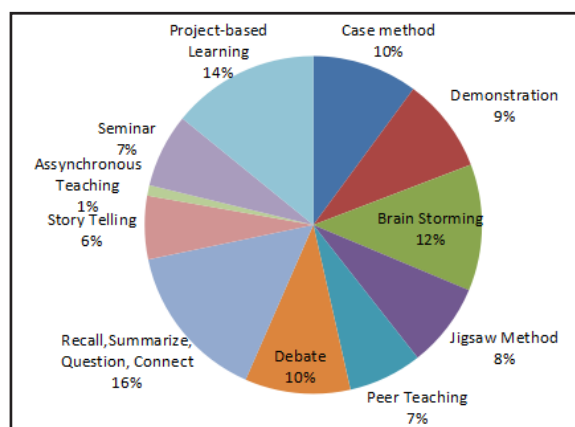


Chart 5:
Effective Teaching Strategies

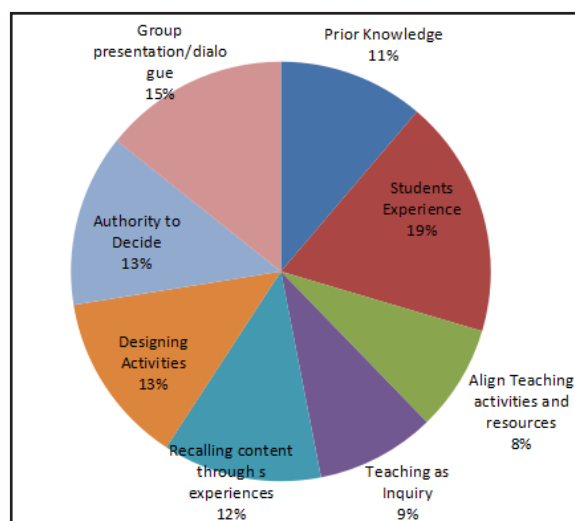


Chart 6:
Approaches in Teaching Social Studies

percent (12%) for recalling content through experiences. The remaining approaches, such as prior knowledge, aligning activities and resources, and teaching as inquiry are approaches, which do not frequently used by the respondents. It does not necessarily show that the respondents lack approaches in teaching, but there is an instance that they find these approaches not too effective to their learners (cf Abadines, 2011; Albia, 2017; and Ramos-Samala, 2018).

CONCLUSION

Education is too substantial in the world, for it could reform the world and can contribute to self and social change.

Education is one of the solutions, next to action, to various obstacles and challenges of teachers and learners, today. New strategies and teaching skills has evolved and continuously developing that teachers can use for effective teaching.

The researchers have conducted a survey about enhancing Social Studies teaching for 21st century learners in secondary education. The respondents are twenty Social Studies teachers coming from public and private secondary schools. The survey discussed the availability of learning resources, provision of support and teaching strategies, observations, problems, and interventions that teachers have encountered and taken, and responsiveness to the needs of the 21st century in various terms.

From the results of the conducted survey, it is clear that high school Social Studies teachers are still using strategies and teaching skills, which are no longer addressing the 21st century skills. However, they integrate it to the 21st century skills and teachings strategies, such as Information, Communication, and Technology (ICT) and other technology-based pedagogies.

The responses of the respondents are quite close to the 21st century skills, such as Critical Thinking and Problem Solving, Communication and Collaboration; and Leadership and Management, and Information, Communication and Technology (ICT) have dominated schools today, making the teachers, as well as learners, to be literate technologically and be technologically processed. Teaching today is technology-based, exposing the teachers and the learners to new inventions, discoveries, pedagogies, and endless possibilities.

There are different resources that can be used in learning and teaching. It can be by the use of books, hard bound references, computers and internet, library, and other school facilities. Textbooks are the most useful reference used in high school, next are computers and libraries, which are too relevant in the 21st century education.

Students are able to cope up easily with the discussion by using effective strategies, e.g. project based learning and

brainstorming. There are various approaches in Social Studies teaching, the most effective approach in teaching Social Studies is by designing and preparing activities that will boost up the interest and engagement of the students. Next to this is by giving group presentation or dialogues, and by aligning teaching activities and resources to attain expected outcomes.

The Social Studies teachers have observed that the learners do frequently participate in every activity and discussion given to them. Most of the learners can sustain their interest to the lessons. The teachers have also observe that the 21st century learners have different styles and study habits. Some of students learned through listening, interaction, independent work, groupings, comprehension, viewing, and engaging to debate. Different people have different skills, students are unique, they have different interest and attitude toward the subject.

Social Studies teachers have observe that most of the students show interest passion and effort to social studies. References are important in teaching, spreading information is a serious thing. Information must be reliable, relevant, and valid. Social Studies teachers have various references that they use in teaching. There are factors that Social Studies teachers frequently experienced, such as references, facilities and equipment, financial support, attentiveness, and number of students. Teachers, as students' second parents, must be encouraging.

Social Studies is one of the relevant subjects in secondary schools; for it teaches the students to be a good citizen and how the past affect the present and the future. There are different ways to encourage student; it could be through interactions, entertaining activities creative projects, integration of social media and technology. These are the trends of the 21st century and an effective way of teaching social studies.

The Social Studies has continuously becoming responsive to the growing needs of the 21st century learners by engaging to the latest trends, pedagogies and teaching strategies through integrating it to ICT, giving relevant activities and discussion.

Learners are the great witnesses of change. To motivate them energizer and classroom activities are necessary, this can be achieved by creating a positive environment and good ambiance to students, presenting relevant and intellectual videos, engaging to collaborative and cooperative performances for major outputs, and by integrating these through using technology.

Teaching will never be effective if students will not be assessed or evaluated. Assessments can be done by giving quizzes and periodical tests, outcome and output based, giving critique papers, research papers, and other writing activities to students, processing the students cognitively, giving analysis, and applying the lessons to life.

To sum up, 21st century education uses more of technology, information, and media literacy. However, strategies and teaching skills must be improved, because the 21st century has guided the world through integrating technology, media, and information literacy. Technology is one of the teachers' guide for effective teaching; this must be encourage but do not let the technology conquer education, but let it be the guide in improving the knowledge and skills of the teachers and learners.

The 21st century is a challenge for teachers, future teachers and learners; the new era has ripen, new learners to be shape, and new teachers to be trained. Thus, it seeks communicating and collaborating as well. Blended learning which is a mix of face-to-face and online learning, with student cohorts setting up their own Facebook private groups, for example, sharing study tips and discuss course material will help the student learn critically and creatively.

Fostering self-direction skills, which refer to students being able to take responsibility for their learning by identifying topics to pursue and processes for their own learning, and being able to review their own work and respond to feedback is a very important point at present. Determining global connections which refer to students being able to understand global, geo-political issues including awareness of

geography, culture, language, history, and literature from other countries is one of the most emphasize framework of the 21st century Social Studies skills. The use of local connections which refers to students being able to apply what they have learned to local contexts and community issues pursues a new *glocal* context of learning. Those are the learning models tailored to how today be students' best learn and understand coursework.

The recommendation is that humans are rational animals as Aristotle said in his works, with that humans are inquisitive, that tends to ask questions to learn new things caused by their curiosity (cited in Lear, 2007). Societies are in flux, and with this, teaching Social Studies itself. As time passed by, teachers discovered more effective teaching skills methods, and pedagogies in imparting new knowledge in their students to meet and to exceed the growing needs, wants, and trends of the 21st century learners where everything is possible and limitless.

The researchers recommend that teachers may use the gathered information and findings of this case study to enhance, improve, and elevate their teaching skills, methods, and pedagogies to become effective and efficient Social Studies teachers. Students may also show interest and significant in studying Social Studies by participating actively in class discussion and classroom activities, and utilizing collaborative works in the classroom.

And the future researchers of this study may use the case study as the guide in order for them to become lenient in gathering data and information about "Enhancing Social Studies Teaching for 21st Century Learners in Secondary Education". The researchers recommend increasing the number of respondents to deepen the study. Future researchers may also include class observation to know how 21st century learners behave and the effectiveness of the teachers in teaching Social Studies, and how they motivate their students in learning the subject matter. Effective and efficient teaching of Social Studies in 21st century learners is changing the course of our nation

as well as refining and reshaping one's future and bringing out the best in them.³

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Teaching and Learning of Social Studies in the Philippines Secondary School

(Source: <https://www.untvweb.com/news>, 27/7/2018)

The researchers have conducted a survey about Enhancing Social Studies Teaching for 21st Century Learners in Secondary Education in the Philippines. The respondents are twenty Social Studies teachers coming from public and private secondary schools. The survey discussed the availability of learning resources; provision of support and teaching strategies, observations, problems and interventions that teachers have encountered and taken; and responsiveness to the needs of the 21st century in various terms. From the results of the conducted survey, it is clear that high school Social Studies teachers are still using strategies and teaching skills, which are no longer addressing the 21st century skills. However, they integrate it to the 21st century skills and teachings strategies, such as ICT (Information and Communication Technology) and other technology-based pedagogies.