



PEDAGOGICAL INTEGRATION OF ARALING PANLIPUNAN TEACHERS IN VINZONS PILOT HIGH SCHOOL

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PEDAGOGICAL INTEGRATION OF ARLING PANLIPUNAN TEACHERS IN VINZONS PILOT HIGH SCHOOL

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ABSTRACT

This research explores the importance of pedagogical integration in teaching Araling Panlipunan, a learning area that emphasizes the development of essential competencies in students. The study is conducted in the context of the Limited Face-to-Face Modality in Vinzons Pilot High School, where the researcher encounters challenges in engaging students due to the pandemic situation. By pedagogical integrations and making connections to real-life situations, this research aims to improve the teaching-learning process and make learning more meaningful and relevant for students.

Upon the administration of the research questionnaire to 15 AP teachers, it was revealed that the AP teachers in the VPHS sometimes use Pedagogical Integration Approaches. They very often use Technology Integration; but only sometimes use Project-based Learning, Multidisciplinary Approach; Inquiry-based Learning; and rarely use Service Learning. They encounter issues and challenges in implementing Pedagogical Integration Approaches such as time constraints, resources, assessment, collaboration, and resistance to change.

To address these challenges, a Teaching Resource/Teacher Manual called PITA sa Araling Panlipunan or Pedagogical Integration at Tagumpay sa Araling Panlipunan has been developed. It aims to teach educators about teaching using pedagogical integration in Araling Panlipunan, improving the quality of teaching and learning by making lessons more engaging, interactive, and relevant to students' lives. The manual provides an overview of different pedagogical integration approaches and suggests various ways to integrate them into the lessons. It is intended to be used in classrooms and educational institutions where Araling Panlipunan is being taught and can be used anytime by teachers who wish to enhance their teaching skills in Araling Panlipunan using pedagogical integration.

Keywords: *Limited Face-to-face Modality, Teaching-Learning Process, Teaching Approaches*

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E.O.G.

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CONTEXT AND RATIONALE

Pedagogical Integration is an approach to teaching about complicated topics that combines the skills of scientific investigation with policy, problem-solving, and complex thinking. This provides a variety of approaches to pedagogies that are well-suited to engage students in these topics. It is a pedagogy that tries to operationalize the competence-based approach (Herodotou, 2019).

Likewise, pedagogical integration is also described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. It aims to connect the theory learned in the classroom, with practical, real-life knowledge and experiences (Barton, 2019).

Based on the study of Padugupati & Joshi (2021), integration of teaching is defined as the organization of teaching matter to interrelate or unify the subjects which are frequently taught in separate academic courses or departments. It simply means bridging connections between academic knowledge and practicals. They also emphasized that when there is integration, learning for the lessons becomes more meaningful for the learners.

The competencies of social skills, creativity, critical thinking and intelligent decision making, research/ investigation, historical skills and Social Studies, and communication and expanding global perspectives, are the competencies being developed in the learning area Araling Panlipunan. They are simultaneously

cultivated according to the student's required understanding and learning in an expanding manner. From first grade to twelfth grade, the topics and content standards, and performance standards of each unit are geared towards the development of these skills (AP Curriculum Guide).

Teaching methods in the time of the pandemic should be ones that are carefully selected to respond to the current scenarios. Lessons should be integrated with the current contexts in order for the students to find the personal relevance of the lesson to their lives. This is the end goal of education, the application of what has been learned in the classroom to real-life situations (Reimers, et. al., 2020).

In the context of the Schools Division of Camarines Norte, Vinson's District, and Vinzons Pilot High School, utilization and contextualization of pedagogical instruction in Araling Panlipunan mostly happens during the design of lessons for classroom observations or for COT (Classroom Observation Tools) purposes only. This was realized by the researcher after conducting informal interviews with random Araling Panlipunan teachers in the said locality. The teachers only create 2 lesson plans for they are required of 2 COTs for the entire school year.

Nevertheless, the epidemic is not gone yet, and despite the fact that there are still restrictions to keeping everyone safe from COVID-19 infection, the Department of Education in general has never stopped in delivering the curriculum to the students. In fact, it was announced in February 2022, through the OO- OSEC-2022-003 entitled "Interim Guidelines on the Expansion of Limited Face-to-Face Classes," that DepEd will already be implementing the Limited Face-to-Face Modality and that expansion schools must pass the School Safety Assessment

Tool (SSAT) standards. According to the DepEd Secretary Leonor Briones, the implementation of the Limited Face-to-Face Modality was a response to the requests of the Local Government Units, Legislators, and private and international schools.

Vinzons, a small town in the Province of Camarines Norte houses the biggest school in the said province – the Vinzons Pilot High School. Upon its call for the students to come in Limited Face-to-Face Modality, several students responded positively. Hence, the school came up with the schedule of alternating the students from coming to school weekly.

Upon the researcher's first encounters with her students in Araling Panlipunan, they are not engaged in the discussions and activities. It called for the teacher-researcher to conduct a Focus Group Discussion (FGD) to find out what could be the possible reasons. According to the students who were selected to participate in the FGD, it was because they do not relate to the lessons, they seem to be difficult for them because they learned less from the modular learning modality. Some of the students said that they feel lazy to actively participate in the discussion and activities because they do not find them relevant to their daily lives. Another student expressed her belief that she is searching for something that ignites her motivation to actively participate. As a result, the researcher faces a significant challenge in engaging her students during the Limited Face-to-Face Modality sessions.

However, the researcher finds reassurance in the possibility of finding a solution to this predicament. Pedagogical integration offers an avenue to merge

content from various disciplines in a meaningful manner, thereby emphasizing topics and areas that directly relate to students' lives. The researcher believes that in this time of the pandemic, where the teachers' task of delivering the curriculum to the students is made more challenging by the situation, pedagogical integration in teaching Araling Panlipunan is timely and relevant. The outcome of this research is the improvement of the teaching-learning process in the limited face-to-face modality of the said learning area in Vinzons Pilot High School. When learning areas are intergraded and their relations are understood by the students, learning would be more fruitful and would be a lifelong reference for them.

INNOVATION, INTERVENTION AND STRATEGY

This research proposes an innovative teaching resource called "PITA sa Araling Panlipunan" or "Pedagogical Integration at Tagumpay sa Araling Panlipunan" in English. The resource is designed to enhance the teaching process by incorporating pedagogical integration approaches into Araling Panlipunan lessons. The manual provides various strategies and suggestions for integrating these approaches effectively.

By using this resource, the research aims to improve the learning experience and provide a lifelong reference for students. Pedagogical integration has been shown to develop crucial skills in Araling Panlipunan, including social skills, creativity, critical thinking, intelligent decision-making, research and investigation, historical skills, and communication for expanding global perspectives. The implementation of these strategies' benefits both Araling

Panlipunan teachers and students, leading to improved teaching and learning outcomes.

The manual is designed to be useful throughout the year, offering integration suggestions that span across different lessons and grade levels. It serves as a valuable reference for AP teachers when designing their Araling Panlipunan lessons, enabling them to incorporate pedagogical integration strategies effectively. It includes lesson exemplars for easy reference.

To ensure widespread access, the research innovation is distributed for free to AP teachers. It is made available in the form of printed, softbound copies, which are distributed among the teachers. The AP teachers utilize this resource as a reference and guide while designing their Araling Panlipunan lessons, incorporating the pedagogical integration strategies suggested in the manual.

ACTION RESEARCH QUESTIONS

The study aimed to evaluate pedagogical integration as a means to enhance the teaching of Araling Panlipunan at Vinzons Pilot High School. In particular, this study intended to answer the following questions:

1. What pedagogical integration approaches are being used by the teachers in Araling Panlipunan?
2. What are the issues and challenges encountered by the Araling Panlipunan teachers in using pedagogical integration?
3. What teaching resource can be developed to enhance the teacher's use of pedagogical integration?

ACTION RESEARCH METHODS

This research was descriptive in nature. Descriptive research is a type of research that is used to describe the characteristics of a population. It collects data that are used to answer a wide range of what, when, and how questions pertaining to a particular population or group. This study described and evaluated the teachers' pedagogical integration approaches, as well as the issues and challenges that they encounter in using the said approach.

a. Participants and /or other Sources of Data and Information

The total enumeration of 15 AP Junior High School teachers in Vinzons Pilot High School served as the respondents of the study. The researcher chose to use the entire population of the AP teachers so she could gather the most valid and sufficient data for the study. Besides, they were the ones that have a direct relationship with the problem being studied. In addition, other data came from online searches, books, journals, lesson plans, and others. Table 1 below shows the distribution of the respondents of the study.

Table 1
Distribution of the Respondents of the Study

Grade Level	Number of AP Teachers
Grade 7	4
Grade 8	3
Grade 9	4
Grade 10	4
Total	15

b. Data Gathering Methods

The data needed for the researcher were gathered by seeking first for the permission of the school principal of Vinzons Pilot High School, the Public Schools District Supervisor of Vinzons District, the Senior Education Program Specialist for Planning and Research, and finally the Schools Division Superintendent. Once the permit was secured, the researcher sought the respondents' permission to administer the survey questionnaire in accordance with ethical considerations. It was noted that if the target respondents declined, they would be informed that no harm will befall them. In addition, the survey's context and results were kept private.

Once there was already a permit to conduct the study and the respondents were already invited, the researcher then administered conduct a focus group discussion (FGD) among selected students through the representation of Grade Levels. Then, the researcher designed the instrument based on the data she gathered from the FGD. The checklist questionnaire was then be administered to the Araling Panlipunan teachers. The checklist questionnaire was used to gather data about the pedagogical integration approaches that are being used by the teachers in Araling Panlipunan including the issues and challenges encountered by the Araling Panlipunan teachers in using pedagogical integration.

After the conduct of the survey, the researcher conducted another FGD but this time, with the teacher-respondents to validate the data gathered. In addition, the researcher also conducted an internet surfing and thoroughly studied the subject of pedagogical integration in Social Studies and how they can be made

feasible in teaching Araling Panlipunan. Then, the teacher developed her research output and finally distributed them to the respondents.

c. Data Analysis Plan

To analyze the data that were gathered, the researcher used appropriate statistical tools. These statistical tools were highly necessary for treating the data gathered and finding its meaning to the problem being studied. The statistical tools that were used in the study were frequency count, percentage, and ranking.

Frequency count was used to tally how many people answered the items in the questionnaire. This research, it referred to the counting of the number of responses on the items of pedagogical integration approaches that are being used by the teachers in Araling Panlipunan and the issues and challenges encountered by the Araling Panlipunan teachers in using pedagogical integration. Also, the ranking was used to determine the position in the scale of the items selected. This means that the researcher determined through ranking the most pedagogical integration approaches that they are currently using and the issues and challenges encountered by the Araling Panlipunan teachers in using pedagogical integration. These statistical tools helped the researcher to find the answers to the research objectives.

In addition, the data gathered from the FGD were treated qualitatively through thematic analysis and interpretation. The data gathered quantitatively and qualitatively were used by the researcher in formulating the research output which

are useful to the Araling Panlipunan teachers and greatly benefited the students in the said learning area.

DISCUSSION OF RESULTS AND REFLECTION

In this particular study, the researchers investigated the efficacy of pedagogical integration specifically in the context of teaching Araling Panlipunan to Grade 9 students at Vinzons Pilot High School. The researchers sought to examine how integrating different teaching strategies and methodologies in the Araling Panlipunan curriculum could affect the student's learning experience and outcomes.

The study likely involved designing and implementing lessons that combined various instructional techniques and approaches within the Araling Panlipunan subject. These could include incorporating real-world examples, using multimedia resources, promoting group discussions and collaborative activities, incorporating project-based learning, or connecting Araling Panlipunan concepts to other subjects or real-life scenarios.

By evaluating the effectiveness of pedagogical integration in the specific context of teaching Araling Panlipunan to Grade 9 students, the researcher aimed to contribute to the existing knowledge base regarding the benefits and practical applications of this instructional approach. The findings of the study could provide valuable insights for educators, curriculum developers, and policymakers

interested in enhancing teaching and learning practices in the field of Araling Panlipunan and potentially other subject areas as well.

PEDAGOGICAL INTEGRATION APPROACHES ARE BEING USED BY THE TEACHERS IN ARLING PANLIPUNAN

Araling Panlipunan is a subject that aims to promote a deeper understanding of culture, history, and society. To achieve this, educators need to utilize effective teaching approaches that cater to the diverse learning needs and styles of students. Pedagogical approaches in teaching Araling Panlipunan have been found to be effective in improving student engagement, critical thinking skills, and overall academic performance. One of the aspects that were explored by the current study was the pedagogical integration approaches used by the teacher Araling Panlipunan. Table 2 presents the findings of this research.

Table 2 presents the findings of the study in terms of the pedagogical integration approaches used by the teachers in Araling Panlipunan. It reveals that the AP teachers sometimes used Multidisciplinary Approach (2.83, rank 4); sometimes use Project-based Learning (3.16, rank 2); sometimes use Inquiry-based Learning (2.96, rank 3); very often use Technology Integration (4.00, rank 21) and rarely use Service Learning (2.10, rank 5). The average weighted mean is 3.01 which is interpreted as sometimes.

Table 2
**Pedagogical Integration Approaches Used by the Teachers
 in Araling Panlipunan
 N=15**

Pedagogical Integration Approaches	Weighted Mean	Rank	Interpretation
Multidisciplinary Approach	2.83	4	Sometimes
Project-based Learning	3.16	2	Sometimes
Inquiry-based Learning	2.96	3	Sometimes
Technology Integration	4.00	1	Very Often
Service Learning	2.10	5	Rarely
Average Weighted Mean	3.01		Sometimes

Legend:

- 4.50 – 5.00 = Always (A)
- 3.50 – 4.49 = Very Often (VO)
- 2.50 – 3.49 = Sometimes (S)
- 1.50 – 2.49 = Rarely (R)
- 1.00 – 1.49 = Never (N)

Based on the data presented, the AP teachers in VPHS have been using pedagogical integration but sometimes only. Their most use pedagogical approach is Technology Integration. This suggests that digital tools and resources were utilized frequently to enhance instruction and student engagement. Then, the pedagogical approaches such as Multidisciplinary Approach, Project-based Learning, and Inquiry-based Learning are sometimes used by the AP teachers. This means that they do integrate within and across the curriculum, they require students to do parts relevant to the lesson and pose questions for the students to investigate on. The one pedagogical approach that the teachers rarely use is Service Learning. This means that the teachers rarely require the students to participate in community service projects that relate to social studies concepts. This could have been an opportunity for the students to understand the importance of social responsibility and civic engagement.

To provide an in-depth interpretation of these data, the researcher conducted a focus group discussion (FGD) among selected teachers through the representation of Grade Levels. When they were asked about how they do Technology Integration, they said that they would usually use it for discussion purposes. *"Imbis po na ako yung mag-discuss, pinapapanood ko po sila ng video about dun sa lesson. Pagkatapos po nun ay di sasagutin man na nila ung mga katanungan."* ["Instead of me discussing, I'm making them watch a video about it in the lesson. After that, they won't even answer the questions."] This process of technology integration is correct as the International Society for Technology in Education (n.d.) defined Technology integration as the use of technology resources, tools, and services in teaching and learning to enhance and transform the educational experience. It involves the intentional incorporation of technology into the curriculum to support and extend student learning, increase engagement and motivation, and improve teaching effectiveness.

Likewise, one of the teachers explained that what they call project-based learning is requiring the students for a certain project at the end of the quarter. According to Buck Institute for Education (n.d.), Project-based learning (PBL) is a student-centered teaching method in which students learn by actively engaging in real-world and personally meaningful projects. PBL emphasizes problem-solving, critical thinking, collaboration, and communication skills. It involves students in a cycle of inquiry, planning, and reflection as they work on projects that require them to investigate complex problems, develop solutions, and communicate their findings to others. When the teachers were asked if they implement the PBL

congruent to the definition given, one of them said *“Hindi. Ano mam, bale nagpapa-project ako nung kumbaga ay related dun sa lesson namin pero sa tingin ko yung process ay hindi ganyan tulad ng sinabi mo, hindi 100% na ganyan, pero halos pareho.”* [“Not really. Well, I assigned a project related to our lesson, but I think the process is not exactly the same as what you mentioned, it's not 100% like that, but it's almost the same.”] The teachers are sometimes forced to give the students limited time to do the projects, so their lack of planning and reflection. They even seldom do showcase and presentation of projects. They merely ask them to submit theirs. This lack of comprehensive project implementation and presentation hinders students' ability to engage with and demonstrate their learning outcomes fully.

Moreover, Multidisciplinary Approach, Inquiry-based Learning, and Service Learning were all used sometimes by the AP teachers. When asked why, one of them answered that *“Una kasi mam sa totoo lang po medyo malabo po sa akin kung paano yung mga step-by-step na ginagawa sa pagtuturo na may gay-an kaya hindi ko po yan masyadong ginagamit. May mga idea po ako paano yan ginagamit pero kung tama yung idea ko ay hindi po ako sure kaya po gay-on nga po. Yun din ta ang problema at methods po ako ay, hindi sa amin gaanong natalakay kung paano ang gay-an. Kaya kailangan ko po talaga rin ng tulong sa totoo lang.”* [“First of all, ma'am, to be honest, it's a bit unclear to me how the step-by-step is used in teaching something like that, so I don't use it very much. I have ideas on how to use it, but if my idea is correct, I'm not sure if that's the way it is. That is actually a

problem because I finished Professional Method of Teaching and those were not widely discussed among us. Hence, I really need help regarding that. "

The revelation of the teachers about their insufficient knowledge on the implementation of the project-based learning is similar to the study conducted by Viji et al. (2018) which aimed to investigate the knowledge and skills of teachers in implementing PBL in Indian secondary schools. The findings revealed that teachers had moderate knowledge and skills in PBL implementation, and there was a need for professional development programs to enhance their skills. In addition, the study of Nguyen and Nguyen (2017) on the implementation of service learning in Vietnamese universities found that some teachers had a limited understanding of the concept and had difficulty designing appropriate service-learning activities. Another study by Haseeb and Rana (2020) on the use of multidisciplinary approaches in Pakistani universities found that some teachers faced challenges in integrating different disciplines and lacked knowledge of interdisciplinary teaching strategies. All of these studies suggest that there is a need for professional development programs that can enhance teachers' knowledge and skills in implementing different pedagogical approaches.

Hence, it can be recommended that there should be professional development programs for the teachers. The distribution of relevant materials like teaching manuals can be considered as a form of professional development program for teachers. These materials can provide teachers with new knowledge and skills, and help them improve their teaching practices. However, it is important to note that simply providing materials is not enough to ensure effective

professional development. Teachers also need opportunities to discuss and reflect on the content, receive feedback and coaching, and have access to ongoing support to effectively implement the strategies outlined in the materials.

ISSUES AND CHALLENGES ENCOUNTERED BY THE ARLING PANLIPUNAN TEACHERS IN USING PEDAGOGICAL INTEGRATION

Pedagogical Integration Approach has many potential benefits, however, there are also several challenges and issues that teachers may encounter when implementing it in the classroom. Addressing these challenges and providing teachers with the necessary support and training can help ensure that pedagogical integration is effectively implemented and positively impacts student learning outcomes. The table 3 that follows shows the issues and challenges encountered by the Araling Panlipunan teachers in using pedagogical integration.

Table 3

Issues and Challenges Encountered by the Araling Panlipunan Teachers in Using Pedagogical Integration N=15

Issues and Challenges	Weighted Mean	Rank	Interpretation
Time Constraints	4.86	1	Always
Resources	4.66	2	Always
Assessment	3.46	5	Sometimes
Collaboration	3.50	4	Very Often
Resistance to change	3.92	3	Very Often
Average Weighted Mean	4.08		Very Often

Legend:

- 4.50 – 5.00 = Always (A)
- 3.50 – 4.49 = Very Often (VO)
- 2.50 – 3.49 = Sometimes (S)
- 1.50 – 2.49 = Rarely (R)
- 1.00 – 1.49 = Never (N)

Table 3 presents that the AP teachers in Vinzons Pilot High School encounter issues and challenges in implementing pedagogical integration

approaches. Based on the data, Time Constraints (4.86, rank 1) is always an issue and challenge for them, and the same with resources (4.66, rank 2). The findings also revealed that assessment (3.46, rank 5) is sometimes an issue and challenge while collaboration (3.50, rank 4) is very often an issue and challenge, the same with resistance to change (3.92, rank 3). The average weighted mean is 4.08 interpreted as very often.

The table shows that time constraints and resources are consistently identified as the top two challenges with weighted mean scores of 4.86 and 4.66 respectively, indicating that they are very often a challenge for AP teachers in this school. Assessment is ranked fifth with a weighted mean score of 3.46, indicating that it is sometimes a challenge for the teachers. This suggests that while assessment is not as big of an issue as time constraints and resources, it is still a concern for teachers. This finding is consistent with research that has highlighted the challenge of designing and implementing assessments that align with the integrated curriculum (Ferguson & Womack, 2019).

Collaboration is ranked fourth with a weighted mean score of 3.50, indicating that it is very often a challenge for the teachers. This finding suggests that there are challenges in promoting collaboration among teachers across different subject areas, which is essential for the successful implementation of pedagogical integration. Resistance to change is ranked third with a weighted mean score of 3.92, indicating that it is also very often a challenge for the teachers. This finding suggests that some teachers may be resistant to change and may prefer more traditional teaching methods.

Overall, the average weighted mean score of 4.08 indicates that the challenges and issues faced by AP teachers in implementing pedagogical integration approaches are very often a concern. These findings highlight the need for schools and educational leaders to provide support and resources to teachers to address these challenges and to promote the successful implementation of pedagogical integration approaches.

Time constraints are consistently identified as the top challenge, indicating that AP teachers have limited time to plan and implement pedagogical integration approaches in their classrooms. This can be due to various factors such as the need to cover a wide range of content, standardized testing requirements, and other competing demands. One of the teachers shared that *“sobrang dami kasi talaga mam natin ginagawa tulad ng paperwork, kung ano-ano, minsan dun pa lang ubos na ang oras mo. Kaya pagdating sa pagtuturo aminin natin, nawawala yung time natin na mag-isip kung paano mas mapapaganda ang lessons. Ay awan, mam, tapos pag may gusto ka gawin wala man sariling gamit. Dami issues..hahaha”* [“It's really too much because we have to do paperwork, whatever, sometimes you run out of time. So, when it comes to teaching, let's face it, we lose the time to think about how to make the lessons better. Oh no, mam, then when you want to do something there is no available personal resource for use. Lots of issues..hahaha.”]

The lack of resources is also a significant challenge faced by AP teachers, as they may not have access to the necessary materials, technology, or support systems to effectively implement pedagogical integration approaches. This can

hinder their ability to design and deliver engaging and effective lessons that integrate multiple subject areas.

Assessment is another challenge faced by AP teachers, as they need to design and implement assessments that align with the integrated curriculum. This can be challenging as traditional assessments may not always be suitable for assessing interdisciplinary skills and knowledge.

Collaboration is also a challenge, as AP teachers may need to work closely with teachers across different subject areas to develop and implement integrated lessons. This can be challenging if there is a lack of communication and coordination among teachers, or if there is resistance to collaboration.

Lastly, resistance to change is a challenge faced by AP teachers, as some teachers may be resistant to new teaching methods and pedagogical approaches. This can be due to a lack of familiarity or training, or a preference for more traditional teaching methods. One of the teachers said that *“Ganyan naman tayo eh, resist lang isa simula, pero no choice naman бага tayo kung di sumunod rin. Ngawa lang pero gagawa rin hahahaha.”* ["That's how we are, we resist from the beginning, but we don't have a choice if we don't obey. It's okay but I'll do it hahahaha"]

Overall, these challenges and issues highlight the need for schools and educational leaders to provide support and resources to AP teachers to promote the successful implementation of pedagogical integration approaches.

Based on the challenges and issues faced by AP teachers in implementing pedagogical integration approaches, it is recommended that to address time constraints, it is essential to provide teachers with adequate time and resources to plan and implement interdisciplinary lessons. According to a study by Johnson, Kardos, Kauffman, and Liu (2018), teachers who received support and collaboration time reported higher levels of satisfaction and more effective implementation of interdisciplinary teaching practices.

In addition, to address assessment challenges, it is essential to design and implement assessments that align with the integrated curriculum. According to a study by Darling-Hammond and Bransford (2005), effective interdisciplinary assessments focus on higher-order thinking skills and real-world problem-solving. To address collaboration challenges, schools, and educational leaders should create opportunities for collaboration and communication among teachers across different subject areas. According to a study by Vescio, Ross, and Adams (2008), collaborative professional development and teacher-learning communities can promote effective interdisciplinary teaching practices. Moreover, to address resistance to change, schools, and educational leaders should provide teachers with professional development and training to support the implementation of pedagogical integration approaches. According to a study by Hume and Berry (2017), teachers who received professional development and training reported higher levels of confidence and efficacy in implementing interdisciplinary teaching practices.

On the issue of lack of resources, it is recommended that schools and educational leaders should invest in the necessary materials, technology, and support systems to effectively implement pedagogical integration approaches. There is a need to provide the teachers with a manual or guidebook that can be an effective way to support them in implementing pedagogical integration approaches. The manual can serve as a reference document that outlines best practices, strategies, and examples of successful interdisciplinary teaching practices. According to a study by Smetana, McElvany, and Hsieh (2019), access to resources and materials was a crucial factor in successfully implementing interdisciplinary teaching practices.

DEVELOPED TEACHING RESOURCE TO ENHANCE THE TEACHER'S USE OF PEDAGOGICAL INTEGRATION

Developing teaching resources to enhance the teacher's use of pedagogical integration can be an effective way to support teachers in implementing interdisciplinary teaching practices.

The developed teaching resources is for educators and teachers who teach Araling Panlipunan in primary and secondary education levels in the Philippines. The innovation is a Teaching Resource/ Teacher Manual that aims to teach educators about teaching using pedagogical integration in Araling Panlipunan, which will be called PITA sa Araling Panlipunan or Pedagogical Integration at Tagumpay sa Araling Panlipunan. The purpose of developing this innovation is to improve the quality of teaching and learning in Araling Panlipunan through the use of pedagogical integration. By incorporating different approaches to teaching, it will help to make lessons more engaging, interactive, and relevant to students' lives.

The image shows the front cover of a book titled "PITA: PEDAGOGICAL INTEGRATION AT TAGUMPAY SA ARALING PANLIPUNAN". The title "PITA" is prominently displayed at the top center in large, white, outlined letters. To its right is a circular logo featuring a stylized lamp or torch with a flame, surrounded by the words "NATIONAL EDUCATION" and "DEPARTMENT OF EDUCATION" and the year "1988". Below the title, the subtitle "PEDAGOGICAL INTEGRATION AT TAGUMPAY SA ARALING PANLIPUNAN" is written in smaller, black, uppercase letters. The central illustration depicts a teacher and four diverse students gathered around a laptop screen, which shows a colorful educational interface. A blue banner with the word "PITA" repeated in a circular pattern is positioned to the left of the laptop. At the bottom, there are two white rounded rectangular boxes: the left one contains an apple icon and the text "APPROACHES SA PEDAGOGICAL INTEGRATION", while the right one contains a book icon labeled "Lesson" and the text "LESSON EXEMPLARS". The author's name, "Emilia O. Gatongay", is printed in a large, dark font, followed by "May-akda" in a smaller font. The entire cover has a light blue background with decorative blue wavy borders at the top-left and bottom-right corners.

Plate 1: **Front Cover of PITA**

The innovation of PITA sa Araling Panlipunan has the potential to benefit students, teachers, and schools in numerous ways. By incorporating different pedagogical integration approaches in teaching Araling Panlipunan, students can have a more engaging and interactive learning experience, making the lessons more relevant to their lives. Additionally, pedagogical integration encourages students to think critically and solve problems, helping them develop essential skills that can benefit them in their future studies and careers. By working collaboratively, students can also develop their interpersonal skills.

For teachers, PITA provides an opportunity to improve their teaching strategies, creating a more effective and meaningful learning experience for students. By utilizing different pedagogical integration approaches, teachers can make the lessons more interactive and engaging, keeping students interested and motivated to learn. Moreover, incorporating pedagogical integration can also improve classroom management and discipline, reducing disruptive behavior and improving the overall learning environment.

Schools can also benefit from PITA as it can improve the quality of education they provide to their students. By incorporating pedagogical integration, schools can create a more holistic approach to teaching and learning, focusing on the development of the whole student, not just their academic skills. This can lead to improved academic performance, better retention rates, and higher levels of student engagement, resulting in better overall school performance. In conclusion, PITA has the potential to benefit everyone involved in the education process, improving the quality of education and setting students up for success in the future.

The research emphasizes that incorporating different approaches to teaching can make lessons more engaging, interactive, and relevant to students' lives. Moreover, the use of pedagogical integration can help students develop essential skills such as critical thinking, problem-solving, and collaboration, which are vital for their future success.

The developed teaching resources are specifically for educators and teachers who teach Araling Panlipunan secondary education levels in the Vinzons Pilot High School. It is asserted that the purpose of developing this innovation is to improve the quality of teaching and learning in Araling Panlipunan through the use of pedagogical integration. By doing so, the innovation aims to enhance the quality of education and set students up for success in the future.

The innovation also highlights the potential benefits of the innovation for students, teachers, and schools. Students can have a more engaging and interactive learning experience by incorporating different pedagogical integration approaches in teaching Araling Panlipunan. Additionally, teachers can improve their teaching strategies, creating a more effective and meaningful learning experience for students. Furthermore, incorporating pedagogical integration can also improve classroom management and discipline, reducing disruptive behavior and improving the overall learning environment. Finally, schools can benefit from the innovation by creating a more holistic approach to teaching and learning, focusing on the development of the whole student, not just their academic skills. In conclusion, the text highlights the potential of developing teaching resources to enhance the teacher's use of pedagogical integration in improving the quality of education in Araling Panlipunan in the Philippines. The innovation has the potential

to benefit students, teachers, and schools, by creating a more engaging, interactive, and relevant learning experience for students, improving teaching strategies, and providing a more holistic approach to teaching and learning.

One study that would complement the proposed innovation is the research conducted by Chuang and Chen (2019) on the effects of pedagogical integration on student learning outcomes. The study found that incorporating pedagogical integration in teaching can significantly improve student performance and motivation in learning. This supports the idea that PITA sa Araling Panlipunan can enhance the quality of education in the Philippines by using pedagogical integration.

Another relevant study is the research conducted by Lim and Kim (2020) on the benefits of interdisciplinary teaching in developing students' critical thinking skills. The study found that interdisciplinary teaching, which is a form of pedagogical integration, can enhance students' critical thinking skills and help them develop a deeper understanding of the subject matter. This supports the argument that PITA sa Araling Panlipunan can improve students' critical thinking skills by incorporating different pedagogical integration approaches in teaching Araling Panlipunan.

Lastly, a study by Bulut and Erdogan (2021) on the impact of teacher resources on implementing pedagogical integration in the classroom can provide insights into the potential challenges in implementing PITA. The study found that teacher resources and support are essential in successfully implementing pedagogical integration in the classroom. This highlights the importance of

providing teachers with adequate resources and support to effectively use PITA in teaching Araling Panlipunan.

REFLECTION

As a teacher who developed a teaching resource on pedagogical integration for Araling Panlipunan, it was an extremely fulfilling experience to be able to share this innovation with my fellow teachers. Distributing the copies of the manual to my co-teachers for free allowed them to enhance their teaching strategies and create more engaging lessons for their students. It was heartening to see their positive response and eagerness to try out the approaches suggested in the manual.

Being able to contribute to the improvement of the quality of education in my school and even beyond was a rewarding feeling. Through the distribution of the teaching resource, I was able to provide my colleagues with the necessary tools to create a more effective and meaningful learning experience for their students. I believe that sharing knowledge and innovations freely among teachers can positively impact the education system as a whole.

Overall, developing the teaching resource and distributing it for free was an act of service that helped to support my fellow teachers and improve the quality of education in my school. It was a reminder of the power of collaboration and the importance of continually learning and improving as a teacher.

ADVOCACY, UTILIZATION AND DISSEMINATION

The advocacy for the integration of pedagogical approaches in teaching Araling Panlipunan is crucial in improving the quality of education in the

Philippines. With the development of the PITA teaching resource, it is important to advocate for its implementation in schools and educational institutions across the country. The advocacy for this innovation should be focused on its benefits for students, teachers, and schools in enhancing the teaching and learning experience. The use of different pedagogical integration approaches can also help to address the challenges faced by teachers in delivering effective lessons in Araling Panlipunan.

The PITA sa Araling Panlipunan teaching resource can be utilized by teachers in primary and secondary education levels in the Vinzons Pilot High School who teach Araling Panlipunan. The manual can serve as a guide for teachers in incorporating different pedagogical integration approaches in their lessons, improving the quality of teaching and learning. Teachers can also use the manual to enhance their teaching strategies, create more engaging lessons, and improve classroom management. The utilization of this innovation can benefit not only students but also teachers in enhancing their teaching skills.

The dissemination of the PITA teaching resource is crucial in reaching a wider audience and promoting its use. Dissemination can be done through various channels such as LAC Session, INSETs and educational conferences. Additionally, the manual can be shared with other schools and educational institutions to encourage its use and adoption. Dissemination can also be done through collaboration with the SDO Camarines Norte, which can provide a wider reach and impact. The dissemination of this innovation can help to improve the quality of education in the province by encouraging the use of pedagogical integration approaches in teaching Araling Panlipunan.

ACTION PLAN

KRA	Objectives	Tasks	Strategies	Timeline	Resources Needed	Success Indicator
Development of Teaching Resource	Develop Teaching Resource/Teacher Manual for Araling Panlipunan teachers	Identify the necessary topics to be included in the PITA Review and revise the PITA based on feedback from educators and experts	Conduct research and consult with educators and experts for content development	February – March	Research materials, computers, software, printer, Internet connection	Completion of PITA
Advocacy	Promote the use of the Teaching Resource/Teacher Manual	Present the PITA to AP Department in VPHS	Develop presentation materials	Year-round	Projector, laptop, speakers, venue	Number of teachers trained and using the PITA
Utilization	Encourage teachers to use the Teaching Resource/Teacher Manual	Provide copies of the PITA to Araling Panlipunan teachers in VPHS	Collaborate with the School Principal, AP HT and MT	April 2023	Copies of the PITA	Number of schools and teachers using the PITA
Dissemination	Share the Teaching Resource/Teacher Manual to a wider audience	Share the PITA with other teachers in the SDO-CN	Coordinate with EPS-AP	April 2023 Next School Year	Computers, Internet connection	Number of distributed PITA to other teachers in the SDO-CN

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FINANCIAL REPORT

ACTIVITY	CASH OUT	BALANCE
BERF GRANT		15,000
MOA signing at Legaspi City (transportation, accommodation, & meals)	4,568.00	10,432
Preparation of Research Papers and Output	6,610.00	3,822.00
Lunch and snacks of the 15 Respondents and Researcher	2,750.00	1,072.00
Notary and courier services	215.00	857.00
Transportation Allowance of Researcher	160.00	697.00
Hard binding	500.00	197.00
Miscellaneous		197.00
		0.00

Prepared by:

EMILIA O. GATONGAY
Teacher III / Researcher

APPENDIX

SURVEY QUESTIONNAIRE

**PEDAGOGICAL INTEGRATION OF ARLING PANLIPUNAN TEACHERS IN
VINZONS PILOT HIGH SCHOOL**

PART I. Identify and evaluate the teaching strategies you use to teach Araling Panlipunan. Please check your corresponding answer for each column.

**5 – Always
4 – Very Often
3 – Sometimes
2 – Rarely
1 – Never**

Teaching Strategies	Description	Have you been using the given teaching strategies?		How often do you use the given teaching strategies?				
		Yes	No	A (5)	VO (4)	S (3)	R (2)	N (1)
1. Multidisciplinary approach	This approach involves integrating multiple subjects such as history, geography, economics, and politics into social studies lessons. This approach helps students see the connections between different subjects and understand the relevance of social studies in their daily lives.	/				/		
2. Project-based Learning	In project-based learning, students work on a project that involves solving a real-world problem. This approach encourages students to take a more active role in their learning and helps them develop skills such as critical thinking, collaboration, and communication.	/				/		

3. Inquiry-based Learning	In inquiry-based learning, students ask questions and seek answers through research and investigation. This approach helps students develop their research skills and encourages them to think critically about social studies concepts and issues.	✓				✓		
4. Technology Integration	Technology can be used to enhance social studies instruction by providing access to primary sources, facilitating virtual field trips, and creating interactive learning experiences. Teachers can use tools such as videos, podcasts, and online simulations to engage students and enhance their understanding of social studies concepts.	✓			✓			
5. Service Learning	In service learning, students participate in community service projects that relate to social studies concepts. This approach helps students understand the importance of social responsibility and civic engagement.	✓				✓		

Part II. Identify and evaluate the issues and challenges that you may encounter as an Araling Panlipunan teacher in using pedagogical integration. Please check your corresponding answer for each column.

- 5 – *Always*
 4 – *Very Often*
 3 – *Sometimes*
 2 – *Rarely*
 1 – *Never*

Issues and Challenges	Description	Have you been encountering the said issues and challenges?		How often do you encounter the said issues and challenges?				
		Yes	No	A (5)	VO (4)	S (3)	R (2)	N (1)
1. Time constraints	Integrating multiple subjects and skills into social studies lessons can be time-consuming, and teachers may struggle to cover all the necessary content while still incorporating other subjects and skills.	/		/				
2. Resources	Depending on the approach used, teachers may need additional resources such as technology, materials for projects, or community partnerships. Access to these resources can be a challenge for some schools or teachers.	/		/				
3. Assessment	Traditional forms of assessment, such as tests and quizzes, may not accurately measure the learning that takes place in	/				/		

	integrated lessons. Teachers may need to develop alternative forms of assessment that align with the integrated approach.							
4. Collaboration	Pedagogical integration often requires collaboration among teachers of different subjects or with community partners. This can be a challenge if there is a lack of communication, coordination, or support.	/			/			
5. Resistance to change	Some teachers, students, or parents may be resistant to the idea of integrating different subjects or skills into social studies lessons, either because they are unfamiliar with the approach or because they have different educational priorities.	/			/			