

Promoting Social Awareness through Politics and Governance Instruction among Grade 11 Senior High School Students of Tineg National High School, Division of Abra

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ABSTRACT

This study examined the promotion of social awareness among Grade 11 Technical Vocational Livelihood (TVL) students enrolled in Politics and Governance at Tineg National High School, Division of Abra, during the first semester of School Year 2019–2020. It specifically determined the students' profile, the level of attainment of the objectives of Politics and Governance, the frequency of use of strategies for promoting social awareness, the availability of instructional materials, and the seriousness of problems encountered by teachers in promoting social awareness. The study employed the descriptive method of research. Data were gathered through a questionnaire administered to one school administrator, two Grade 11 TVL teachers, and 50 Grade 11 TVL students. The responses were tallied, presented in tabular and textual forms, and analyzed using descriptive measures. The findings showed that the respondents were almost equally divided by sex, with 24 males and 26 females, and most were 18 years old. The objectives of Grade 11 Politics and Governance were well attained. Teachers used instructional methods very often in promoting social awareness, while instructional materials were moderately available. The teachers also encountered very serious problems in promoting social awareness among the students. However, teachers used traditional teaching methods more than modern techniques because of the limited availability of technological aids and devices in the classroom. The study concludes that improving teachers' professional capabilities and providing adequate printed and technological instructional materials are necessary to further promote social awareness among Grade 11 TVL students.

Keywords: Social awareness, Politics and Governance, Grade 11 TVL students, Instructional Strategies, Instructional Materials

INTRODUCTION

Article of XIV of the 1987 Constitution of the Philippines aims to develop moral character, personal discipline, civic conscience, vocational efficiency and duties of citizenship. In constitution an obedience to a reasoned and restrained patriotism emphasizing mutual aid, cooperation and independence rather than competition and survival of the fittest. The school is obliged to train young boys and girls to become good Filipinos through Social Studies of Araling Panlipunan.

Social Studies deals with the study of their relationships. It is the collective name of the instructional materials such as civics, geography, history, government, citizenship training, good manner and right conduct, current events and family customs and traditions. Much instruction in teaching the subject deals with the development of character. More than these, Social Studies orients the students on current social issues that affect their day-to-day activities.

There are so many curricular changes and refocus in basic education which the DepEd implemented through the K to 12 Curriculum. The legal basis of this is articulated in Section 5 of the Enhanced Basic Education Act of 2013. This curriculum reduced the number of contact hours for Araling Panlipunan from four to three hours weekly.

Some general aims of social studies are: to help children understand those privileges, and obligation that they have because of their membership in the society; to create in them those habits and attitudes of critical thinking as a desirable outcome of instruction.

The fundamental purpose of social studies program is to contribute to the individuals' effectiveness in democratic living. Experiences are centered on people, places and events of past and present eras which will assist the child in discovering his relationship to the environment in which he lives and will help him see how other people live effectively in their environments according to Ornstein (2003), as cited by Bigornia (2004), contemporary social issues can be used in ensuring the unity and survival of the society, it provides patterns of behavior of individuals and group within the society, means of teaching its members to behave according to the norms and the moves on the "rule of the games" and means of enforcing the behaviors. What happen in society have both positive and negative application in the effort of people to live harmoniously with others?

Grade 11 social studies focuses on the nature of the political system and governance. It is meant to challenge critical thinking among the students.

Through this subject (politics and governance), the students in the senior high school curriculum. The subject orients the Grade 11 students on the meaning of politics and its beginnings; politics in the Philippines and the concept of global politics.

Through this course, the Grade 11 TVL students will become more socialized and aware of their role as citizens of the Philippines.

Theoretical Framework

This study is anchored on Vygotsky's Sociocultural Theory, Bandura's Social Learning Theory, and Dewey's Theory of Experiential Education, with the civic education perspective of Westheimer and Kahne serving as a complementary framework for understanding the development of citizenship through Politics and Governance instruction.

Vygotsky's Sociocultural Theory emphasizes that learning and cognitive development occur through social interaction and within a particular cultural context. Learning is facilitated when learners interact with teachers, peers, and other members of their social environment and when they receive appropriate guidance in accomplishing tasks that they may not yet be able to accomplish independently. Vygotsky's concept of the Zone of Proximal Development emphasizes the importance of adult guidance and collaboration with more capable peers in the development of learners' knowledge and understanding.

Applied to the present study, sociocultural theory provides a basis for understanding how students develop social awareness through classroom discussions, interaction with teachers and classmates, analysis of current social issues, interviews, and exposure to community institutions. Politics and Governance is not learned solely through the acquisition of political concepts; students construct meaning through interaction with people, social institutions, cultural practices, and issues within their communities. This perspective is particularly relevant to the present study because several of the instructional strategies identified in the questionnaire involve social interaction and engagement with real-world issues.

The study is also informed by Bandura's Social Learning Theory, which explains that individuals can learn attitudes, knowledge, and behaviors through observing and interacting with others. Observational learning involves processes through which learners attend to, retain, reproduce, and become motivated to adopt behaviors demonstrated by models. In an educational setting, teachers, classmates, community leaders, parents, media personalities, and other social actors may serve as models.

In the context of Politics and Governance instruction, students may develop civic attitudes and behaviors by observing teachers' participation in discussions, listening to community leaders and other resource persons, examining current political and social issues, and interacting with members of the community. The use of live

interviews, current social issues, and other socially situated activities therefore provides opportunities for students to observe and interpret civic behaviors and perspectives.

Dewey's Theory of Experiential Education further strengthens the theoretical foundation of the study. Dewey emphasized the importance of experience in education and argued that meaningful educational experiences connect learning with the learner's actual environment and subsequent reflection. His work on experience and education provides a foundation for understanding learning as an active process rather than merely the passive reception of information.

This perspective is particularly applicable to the present study because the instructional strategies include field visits to local government programs, projects and activities, interviews with personalities involved in current social issues, and activities involving contemporary social concerns. These experiences provide opportunities for students to connect concepts discussed in Politics and Governance with actual political and social conditions in their community.

The study also draws on the civic education framework of Westheimer and Kahne (2004), who identified three conceptions of citizenship: personally responsible, participatory, and justice-oriented citizenship. Personally responsible citizenship emphasizes responsible individual conduct; participatory citizenship emphasizes active involvement in community and collective activities; and justice-oriented citizenship emphasizes critical examination of social, political, and economic structures and the causes of social problems.

This citizenship framework is useful in interpreting the broader purpose of Politics and Governance instruction. The development of social awareness may involve not only knowing political concepts and current events but also developing the capacity to participate in community life and critically examine social and political issues.

Taken together, these theoretical perspectives suggest that social awareness among Grade 11 students may be promoted through socially mediated learning, observation and modeling, and meaningful experiences connected with community and civic life. Vygotsky explains the social and cultural processes through which learning develops; Bandura explains the role of observation and modeling in the acquisition of attitudes and behaviors; Dewey explains the educational value of meaningful experience and reflection; and Westheimer and Kahne provide a civic education lens for understanding the forms of citizenship that education may seek to develop.

These perspectives therefore provide a stronger theoretical basis for examining the instructional strategies, instructional materials, community experiences, and problems associated with promoting social awareness through Politics and Governance instruction among Grade 11 TVL students at Tineg National High School.

Conceptual Framework

The conceptual framework of the study is reflected in the paradigm in Figure 1.

The paradigm uses the input, process and output model.

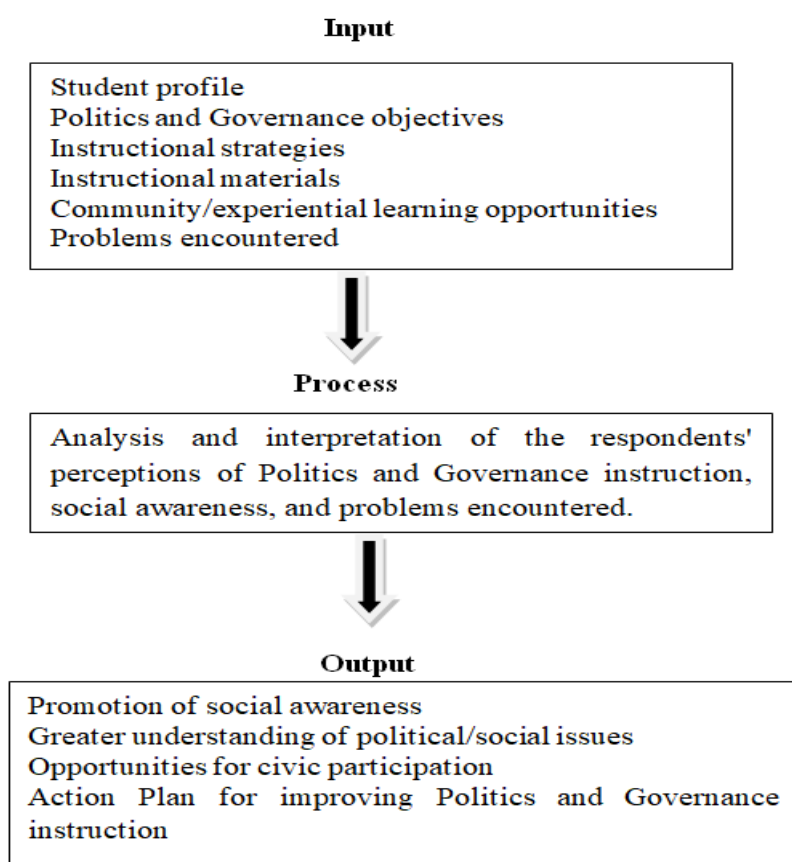
These are the input variables are:

1. The profile of the Grade 11 Politics and Governance students of Tineg National High School in the Division of Abra along these variables:
 - a. Sex;
 - b. Age;
 - c. Place of residence;
 - d. Source of income of the family.

2. Objectives of Politics and Governance as embodied in the K to 12 Curriculum for the TVL strands in the senior high school program.
3. Strategies to enhance the awareness of the students on Politics and Governance as perceived by the Grade 11 teachers and their TVL students.
4. Instructional materials to promote social awareness of the students on Politics and Governance.
5. Problems encountered by Grade 11 Politics and Governance students as perceived by the teachers and the students. The process variable is an analysis of the data gathered along the specific problems of the study. The output is An Action Plan to Promoted social awareness in Politics and Governance among the Grade 11 TVL students in Tineg National High School.

Figure 1. Illustrates the Conceptual Framework of the Study

Figure 1: Paradigm of Study



Statement of the Problem

This study aimed to promote social awareness along Politics and Governance among the Grade 11 TVL students of Tineg National High School in the Division of Abra during the first semester of school year 2019-2020.

The study sought to answer the following questions:

1. What is the profile of the Grade 11 TVL students enrolled in Politics and Governance during the first semester of the school year 2019-2020 along:
 - a. Sex;
 - b. Age;

c. Place of residence;

d. Source of income of the family?

2. What is the level of attainment of the objectives of Politics and Governance along the Grade 11 TVL students in Senior High School Curriculum as perceived by the teachers and the students?

2a. Is there a significant difference between their perceptions?

3. What is the level of frequency of use of strategies to promote social awareness of the Grade 11 TVL Politics and Governance students as perceived by the teachers and the students?

3a. Is there a significant difference between their perceptions?

4. What is the level of availability of instructional materials to promote social awareness on Politics and Governance among the Grade 11 TVL students as perceived by the teachers and the students?

4a. Is there a significant difference between their perceptions?

5. What is the degree of seriousness of the problems encountered by Grade 11 TVL teachers in promoting social awareness on Politics and Governance among their students as perceived by the teachers and the students?

5a. Is there a significant difference between their perceptions?

Hypotheses

These null hypotheses will be tested:

Ho #1 "there is no significant difference between the perceptions of the students and the teachers on the level of attainment of the objectives of Grade 11 Politics and Governance in Tineg National High School, Abra Division".

Ho #2 "there is no significant difference between the perceptions of the teachers and the students on the frequency of use of strategies to promote social awareness in Politics and Governance in Grade 11 TVL Curriculum".

Ho #3 "there is no significant difference between the teachers and the students' perceptions on the level of availability of instructional materials to promote social awareness along Politics and Governance among the Grade 11 TVL students".

Ho #4 "there is no significant difference between the perceptions of the teachers and the students on the degree of seriousness of the problems encountered by teachers in promoting social awareness on Politics and Governance among their Grade 11 TVL students".

METHODOLOGY

Research design

The descriptive method was employed in conducting this study. This method was chosen since this method allows the researcher to assess the prevailing situation at the time of the study.

Population and Locale of the Study

The study was conducted in Tineg National High School in the Division of Abra for the first semester of school year 2019-2020 with school head, 2 Araling Panlipunan teachers and 50 Grade 11 TVL students in Politics and Governance as respondents.

Figure 2 shows the distribution of respondents.

Respondent	F	%
Administrators	1	2.00
AP Teachers	2	4.00
Grade 11 Students	50	94.00
Total	53	100.00

Data Gathering Instrument

The study used a researcher developed five-part questionnaire as the primary data gathering instrument. The questionnaire was developed based on the objectives and research questions of the study and was designed to gather data on the respondents' profile, the level of attainment of the objectives of Politics and Governance, the frequency of use of instructional strategies to promote students' social awareness, the availability of instructional materials, and the degree of seriousness of problems encountered by teachers in promoting social awareness in Politics and Governance.

Part I gathered the profile of the respondents, including selected demographic and socioeconomic characteristics of the Grade 11 TVL students. This section provided the descriptive information necessary to characterize the respondents included in the study.

Part II assessed the perceived level of attainment of the objectives of the Politics and Governance subject. This section consisted of 14 items that measured the extent to which the intended learning objectives of the subject were perceived to have been attained.

Part III determined the frequency of use of instructional strategies employed to promote the social awareness of Grade 11 students in Politics and Governance. This section contained 9 items describing instructional strategies that may be used in teaching the subject and in developing students' awareness of social and civic issues.

Part IV assessed the availability of instructional materials used to promote students' social awareness in Politics and Governance. This section consisted of 15 items, comprising 6 technological aids and 9 other instructional materials. The items were intended to determine the extent to which relevant instructional resources were available for use in teaching Politics and Governance and in supporting the development of students' social awareness.

Part V determined the degree of seriousness of the problems encountered by teachers in promoting students' social awareness in Politics and Governance. This section consisted of 6 items that identified common challenges encountered by teachers in implementing instructional activities intended to enhance students' social awareness.

The substantive sections of the questionnaire employed a five-point Likert-type response scale, with descriptive scales appropriate to the construct being measured. The attainment items used a scale ranging from 1 (Least Attained) to 5 (Fully Attained), while the instructional strategy items used a scale ranging from 1 (Least Frequent) to 5 (Always). The availability and seriousness sections likewise used five-point response scales with descriptors appropriate to their respective constructs.

Validity of the Research Instrument

The research instrument underwent content validation prior to its administration. The questionnaire was reviewed by the researcher's adviser and members of the research panel who possessed expertise in educational research. Their comments and recommendations were carefully considered to improve the clarity, relevance, organization, and appropriateness of the questionnaire items in relation to the objectives of the study. Necessary

revisions were incorporated before the final administration of the instrument to ensure that it adequately measured the variables under investigation.

Data Gathering Procedure

After the questionnaire had been finalized and validated, the researcher followed the required procedures for conducting the study. A formal request to conduct the research was submitted to the Schools Division Superintendent, Schools Division of Abra, stating the purpose of the study, the participants, the research instrument, and the proposed schedule of data gathering. Upon approval, the researcher coordinated with the concerned school heads regarding the conduct of the study. Before the actual data collection, the questionnaire was pilot tested with 30 Senior High School students from a school that was not included in the actual study. The pilot test was conducted to determine the clarity and appropriateness of the items and to establish the reliability of the instrument. The responses were analyzed, and the suggestions and observations gathered during the pilot test were considered in making the necessary revisions. The students who participated in the pilot test were not included among the actual respondents.

After the necessary revisions had been made, the researcher coordinated with the school heads to set the schedule for the actual administration of the questionnaire. Before the distribution, the researcher explained the purpose of the study, the manner of answering the questionnaire, and the voluntary nature of participation. The respondents were informed that their answers would be kept confidential and would be used only for the purposes of the study. The required consent and assent procedures were also observed. The researcher personally administered the questionnaires and provided the same instructions to all respondents to ensure consistency. During the administration, the researcher addressed questions concerning the instructions without influencing the respondents' answers and allowed sufficient time for them to complete the questionnaire.

After the questionnaires had been accomplished, the researcher personally collected and checked them for completeness. The responses were then organized, coded, and encoded in a spreadsheet for statistical analysis. The researcher carefully reviewed the encoded data to identify possible errors or inconsistencies before applying the appropriate statistical treatments based on the research questions. All completed questionnaires and electronic records were kept securely, and the identities of the respondents were not disclosed in the presentation of the results. Throughout the data-gathering process, the researcher observed the principles of confidentiality, privacy, voluntary participation, and responsible handling of research data.

Statistical Treatment of Data

The profile of the Grade 11 TVL students was described through frequency counts and percentages.

The level of perceptions on specific problems among the respondents was categorized through a Likert Scale.

To categorize the level of attainment of the objectives along Politics and Governance in Grade 11 TVL, this scale is used:

Points	Statistical Limits	Descriptive Equivalent	Symbols
5	4.20-5.00	Fully Attained	FA
4	3.40-4.19	Well- Maintain	WA
3	2.60-3.39	Moderately Attained	MDA
2	1.80-2.59	Fairly Attained	FRA
1	1.00-1.79	Least Attained	LA

To categorize the level of frequency of use of strategies to promote awareness of the Grade 11 TVL students in Politics and Governance, this scale is used:

Points	Statistical Limits	Descriptive Equivalent	Symbols
5	4.20-5.00	Always	A
4	3.40-4.19	Very Often	VO
3	2.60-3.39	Moderately Often	MO
2	1.80-2.59	Seldom	S
1	1.00-1.79	Least Frequent	LF

To categorize the level of attainment of instructional materials, this scale is used:

Points	Statistical Limits	Descriptive Equivalent	Symbols
5	4.20-5.00	Very High Available	VHA
4	3.40-4.19	High Available	HA
3	2.60-3.39	Moderately Available	MDA
2	1.80-2.59	Fairly Available	FA
1	1.00-1.79	Least Available	LA

To categorize the degree of seriousness of the problem encountered in promoting the students' social awareness in politics and governance, this scale is used:

Points	Statistical Limits	Descriptive Equivalent	Symbols
5	4.20-5.00	Very High Serious	VHS
4	3.40-4.19	High Serious	HS
3	2.60-3.39	Moderately Serious	MDS
2	1.80-2.59	Fairly Serious	FS
1	1.00-1.79	Least Serious	LS

To test the null hypothesis, the Sandler's A test (Downie and Heath, 1985) was used:

The formula for the Sandler's A Test is:

$$A = \frac{\sum D^2}{(\sum D)^2}$$

Where:

A= is the symbol Sandler's

Σ = is the symbol for summation

D= is the deviation from the mean of the first group

D^2 = is the squared deviation between means

RESULT AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered answer to the problems of the study.

Table 1. Profile of Grade 11 Senior High School Students of Tineg National High School, Division of Abra along Selected Variables.

Variables	F	%
a. Sex		
Male	24	48.00
Female	26	52.00
Total	50	100.00
b. Age		
18 years Old	22	44.00
17 years Old	15	30.00
16 years Old	13	26.00
15 years Old	-	
Total	50	100.00
c. Place of Residence		
Poblacion	11	22.00
Barangay	39	78.00
Total	50	100.00
d. Source of Family income		
Employment of family members	10	20.00
Business activities	-	
OFW services	4	8.00
Aids of relatives abroad	3	6.00
No Steady Income	33	66.00
Total	50	100.00

Table 1 presents the profile of Grade 11 Technical Vocational Livelihood (TVL) students enrolled in Politics and Governance at Tineg National High School, Division of Abra during the first semester of school year 2019-2020. The variables included in the profile are a) sex, b) age, c) place of residence, and d) source of family income.

As reflected in Table 1, the male and female students are almost equally halved as reflected in a frequency of 24 male (48 percent) and 26 females (52 percent); 18 years old (22 or 44 percent); live in the barangay (39 or 78 percent); with most of them having no steady source of income (33 or 66 percent).

These data suggest that the Grade 11 students who enrolled Politics and Governance during the first semester of SY 2019-2020 are typical 18 years old teenage boys who belong to the marginalized sector of low-income rural families.

Table 2. Level of Attainment of the Objectives of Politics and Governance among Grade 11 Senior High School Students in Tineg National High School, Division of Abra as Perceived by the Senior High School Teachers and the Grade 11 Technical Vocational Livelihood Students

Objectives of Politics and Governance	TN	SM	WM	DR
1. Understand and define the meaning of politics and describe the development of the study of political science in the Philippines	4.03	4.02	4.02	WA
2. Identify the persons and events behind the development of Philippine politics and governance.	3.32	3.33	3.33	MDA
3. Understand and identify the 3ps of ideologies and the left-center-right typology of ideologies.	3.21	3.20	3.20	MDA
4. Identify and discuss the different types of power in a political system.	4.08	4.10	4.09	WA
5. Define state and discuss the relationship of the state to the nation.	4.26	4.30	4.28	FA
6. Understand the basic concept of the global politics.	2.84	2.82	2.83	MDA
7. Determine the main players of global politics	3.03	3.06	3.05	MDA
8. Explain the relevance written of global politics on the scope of regional politics in Asia.	2.58	2.56	2.57	FRA
9. Trace the historical beginnings of the macroasian and postmacroasian politics.	4.02	4.00	4.01	WA
10. Discuss the roles and functions of the three branches of government (executive, legislative and judicial)	4.28	4.26	4.27	FA
11. Explain the responsibilities of local government to their constituents.	4.34	4.32	4.33	FA
12. Understand civil society and social movements.	3.46	3.42	3.44	WA
13. Discuss social issues and concerns such as the west Philippine sea and gender issues	2.64	2.60	2.62	MDA
14. Understand and define the meaning of politics and describe the development of the study of political science in the Philippines.	2.53	2.50	2.52	FRA
M of Objectives	3.47	3.46	3.46	WA

Legend:

T- Teachers

S- Students

M- Mean

WM -Weighted Mean

DR- Descriptive Rating

FA- Fully Attained

MDA- Moderately Attained

WA -Well Attained

FRA- Fairly Attained

A_{comp} : 0.085

$(A_{05d} f_{13})$: 0.270

Findings : Not Significant

Decision : Accepted Ho # 1

Table 2 shows that the respondent perceived the objectives of Politics and Governance as well attained, with an overall weighted mean of 3.46. The findings indicate that attainment varied across specific learning objectives. The highest ratings were obtained for defining the state and discussing its relationship with the nation (WM = 4.28), discussing the roles and functions of the three branches of government (WM = 4.27), and explaining the responsibilities of local government to its constituents (WM = 4.33), all of which were classified as fully attained.

In contrast, the objectives concerning the relevance of global politics to regional politics in Asia (WM = 2.57) and understanding and defining the meaning and development of political science in the Philippines (WM = 2.52) were classified as fairly attained. These variations suggest that although the respondents perceived the curriculum objectives to be generally well attained, some content areas may require additional instructional attention.

The finding should therefore be interpreted as evidence of perceived attainment of specific curriculum objectives rather than as direct evidence that students were comprehensively informed about all current Philippine political and social situations.

Table 3. Level of Frequency of Use of Strategies to Promote the Social Awareness Level of Grade 11 Politics and Governance Students as Perceived by the Teachers and Students

Strategies to Promote the Social Awareness	TM	SM	WM	DR
1. Lecture on social issues	4.24	4.25	4.25	A
2. Current news reporting by the students	2.53	2.50	2.52	S
3. Assign topics on social issues for research among the students	3.16	3.14	3.15	MDO
4. Conduct field visit to the local government program, project and activities	3.16	3.14	3.15	MDO

5. Letting students write a creative on timely social issues and challenges	4.26	4.30	4.28	A
6. Film/documentary showing	2.58	2.54	2.56	S
7. Listening to a taped speed or interview in social issues and challenges	4.03	4.00	4.02	VO
8. Watching talk shows on the political, social and economic issues on TV	4.10	4.11	4.11	VO
9. Live interview of personalities involved in current social issues and challenges in the cit	4.26	4.28	4.27	A
M of Strategies	3.70	3.69	3.69	VO

Legend:

T -Teachers

S- Students

M- Mean

WM -Weighted Mean

DR -Descriptive Rating

A -Always

MDO -Moderately Often

VO -Very Often

A_{comp} : 0.132

$(A_{05d} f_8)$: 0.278

Findings : Not Significant

Decision : Accepted Ho # 2

Table 3 shows the level of frequency of use of strategies to promote the social awareness level of Grade 11 TVL students in Politics and Governance at Tineg National High School, Abra Division as perceived by the administrators and the teachers. Their perceptions obtained a weighted mean of 3.69 or very often. These were the strategies used by the Grade 11 Politics and Governance teachers to promote the social awareness of their students in Tineg National High School arranged from the highest to the lowest weighted mean values: live interview of personalities involved in current social issues in the municipality or province, 4.27 (Always); letting students write a critique on timely social issues, 4.28 (Always); and lecture on social issues, 4.25 (Always).

Conducting field visits to local government program, projects and activities, 3.15 (Moderately Often); listening to a taped speech/interview on social issues, 4.02 (very often) and watching talk shows on politics on TV, 4.11 (Very often). Current news reporting by students, 2.52 (Seldom) and films documentary showings, 2.56 (Seldom) were seldom used.

These findings reveal that the teachers use traditional methods more frequently than modern techniques such as film showing or current news reporting by students because of the low availability of technological aids or devices in the school.

The Sandler's A Test obtained a computed A value of 0.132 which less than 0.278, the value of A at 5 percent level of significance and 8 degrees of freedom. Ho #2 was accepted.

Table 4. Level of Availability of Instructional Materials to Promote the Social Awareness Level of Grade 11 Politics and Governance Students of Tineg national High School, Division of Abra as Perceived Teachers by the and the Students

Instructional Materials	TM	SM	WM	DR
Technological Aids				
1. TV Shows	2.54	2.56	2.55	FRA
2. Radio Broadcast	4.36	4.40	4.38	VHA
3. Computer Printouts	4.28	4.30	4.29	VHA
4. Internet Connectivity	1.62	1.61	1.61	LA
5. Film/Videos	3.34	3.36	3.35	MDA
6. Cellular phone/social media updates	4.10	4.12	4.11	HA
Mean of Technological Aids	3.37	3.39	3.38	MDA
Other Materials				
1. Textbooks	2.53	2.55	2.54	FRA
2. Modules	4.25	4.24	4.24	VHA
3. Speeches	3.32	3.30	3.31	MDA
4. Newspapers	2.52	2.54	2.53	FRA
5. Magazines	3.16	3.20	3.18	MDA
6. Pictures	4.08	4.06	4.07	HA
7. Posters	2.53	2.56	2.55	FRA
8. Graphs	3.36	3.34	3.35	MDA
9. Brochures	1.60	1.60	1.60	LA
Mean of other materials	3.04	3.05	3.05	MDA
WM of all materials	3.21	3.22	3.22	MDA

Legend:

T -Teachers

S- Students

M- Mean

WM -Weighted Mean

DR -Descriptive Rating

HA -Highly Available

MDA -Moderately Available

FRA-Fairly Available

A_{comp} : 0.082

$(A_{05d} f_{14})$: 0.270

Findings : Not Significant

Decision : Accepted Ho # 3

Table 4 presents the level of availability of instructional materials to promote the social awareness level of Grade 11 Politics and Governance students of Tineg National High School, Division of Abra as perceived by the teachers and the students. The two groups' perceptions obtained a weighted mean of 3.22 or moderately available which was culled from the weighted means of technological aids, 3.38 (moderately available) and other materials, 3.05 (moderately available).

These were technological aids and their respective weighted means as follows: TV shows, 2.55 (fairly available); radio broadcast, 4.38 (very highly available); computer printouts 4.29 (very highly available); internet connectivity, 1.61 (least available); film/videos, 3.35 (moderately available); and cellular phone downloads/social media updates, 4.11 (highly available). Other materials include the following: textbooks, 2.54 (fairly available); modules, 4.24 (very highly available); speeches, 3.31 (moderately available); newspapers, 2.53 (fairly available); magazines, 3.18 (moderately available); pictures, 4.07 (highly available); posters, 2.55 (fairly available); graphs, 3.35 (moderately available); and brochures, 1.60 (least available).

These findings confirm that the Politics and Governance classroom is not adequately provided with technological as well as conventional printed or graphic materials. The Sandler's A Test obtained a computed A value of 0.082 which was less than 0.270, the value of A at 5 percent level of significance and 14 degrees of freedom ($A_{05,df14}$).

Ho #3 which states that there is no significant difference between the perceptions of teachers and the students on the level of availability of instructional materials in Politics and Governance for Grade 11 students was accepted.

Table 5 Degree of Seriousness of the Problems Encountered by Teachers in Promoting the Social Awareness of Grade 11 Politics and Governance Students of Tineg National High School, Division of Abra as Perceived by the respondents

Problems Encountered by Teachers in Promoting the Social Awareness	TM	SM	WM	DR
1. Inaccessibility of library facilities	3.36	3.38	3.37	MDS
2. Inadequate exposure to out of school community activities	4.02	4.04	4.03	VS
3. Students do not have necessary equipment like TVs or radios at home	4.28	4.30	4.29	ES

4. Limited copies of instructional materials	4.42	4.45	4.44	ES
5. Many of the teachers are not computer literate	1.68	1.69	1.69	LS
6. School funds to sustain Araling Panlipunan enhancement activities are not enough.	4.38	4.40	4.39	ES
M of Problems	3.69	3.71	3.70	VS

Legend:

T -Teachers

S- Students

M- Mean

WM -Weighted Mean

DR -Descriptive Rating

ES- Extremely Serious

VS- Very Serious

MDS-Moderately Serious

LS- Least Serious

A_{comp} : 0.181

$(A_{05d} f_5)$: 0.293

Findings : Not Significant

Decision : Accepted Ho # 4

Table 5 presents the degree of seriousness of the problems encountered by teachers in promoting the social awareness of Grade 11 Politics and Governance students in Tineg National High School, Division of Abra as perceived by the Grade 11 teachers and the students.

The two groups' perceived the problems of promoting the social awareness level of Politics and Governance students of Grade 11 at Tineg National High School Division of Abra at the very serious degree as evidenced by a weighted mean of 3.70 (very serious). These were extremely serious problems: students do not have the necessary equipment like TV, radio, etc. at home, 4.29 (extremely serious); limited copies of instructional materials, 4.44 (extremely serious); and School funds to sustain Araling Panlipunan enhancement activities are not enough, 4.39 (extremely serious).

The problems "inadequate exposure to out of school community activities was very serious as indicated by its weighted mean of 4.03 (very serious); inaccessibility of library facilities was moderately serious, 3.37 (moderately serious) and the problem many teachers are not computer literate was perceived to be least serious, 1.69 (least serious).

These findings imply that the provision of adequate materials, funds and conduct of experiential learning for the students are essential elements in the promotion of social awareness among the Grade 11 Politics and Governance students in Tineg National High School, Division of Abra.

The Sandler's A Test obtained a computed A value of 0.181 which was less than 0.293, the value of A at 5 percent level of significance and 5 degrees of freedom.

Ho #4 which states that there is no significant difference between the perceptions of teachers and students on the degree of seriousness of the problems encountered by teachers in promoting the social awareness level of Grade 11 Politics and Governance students in Tineg National High School, Division of Abra was accepted.

Action Plan to Promote the Social Awareness Level of Grade 11 Politics and Governance Students in Tineg National High School, Division of Abra SY 2020-2021

Program/Projects	Objectives	Activities	Person Involved	Time Frame	Expected Outcome
1.Faculty Development	To upgrade the competencies of Grade 11 Politics and Governance teachers of Tineg National High School	INSET (School-based) Division Trainings, Peer Teaching, LAC Sessions	School Head, Teachers	Every Quarter	More Capable Teachers in SHS
2.Student Development	To fully understand the concept of being human. To address the question on human variation. To inquire on the concept of society through the lens of sociology. To interrogate the nature of human as political actors through the field of political science.	Assign students to write a reflective essay "what makes one human". Discuss how humans interact in society. Develop a plan of action for community response to change.	Teachers, Students	1 st Quarter 2 nd Quarter 3 rd Quarter 4 th Quarter	Grade 11 Students are made more aware of current social and political issues
3.Instructional Materials Development	To address additional instructional materials in Grade 11 Politics and Governance at Tineg National High School.	Instructional preparation and production.	Administrators and Grade 11 Politics and Governance teachers.	Quarterly	More instructional materials are provided to Grade 11 Politics and Governance students
4.Physical Plant Development	To provide a "wholesome" learning environment.	Brigada Eskwela Establish social studies park	Administrators, teachers and students.	1 st Quarter 2 nd Quarter	Classrooms are refurbished with needed materials/ equipment for

		Put up a mini-library.		3 rd & 4 th Quarter	maximize learning in Politics and Governance for Grade 11 TVL students
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FINDINGS

These are the significant findings of the study:

1. Most male and female Grade 11 students were almost equally halved as reflected in 24 males as against 26 females Grade 11 Politics and Governance students of Tineg National High School; most are 18 years old, 22 or 44 percent live in the barangay of Tineg (39 or 78 percent), with no steady source of family income.
2. The objectives of Grade 11 Politics and Governance were well attained.
3. Grade 11 Politics and Governance teachers use instructional methods very often.
4. The materials used to promote the social awareness of Grade 11 students of Tineg National High School, Abra Division were moderately available.
5. The Grade 11 Politics and Governance teachers in Tineg National High School, Division of Abra encountered very serious problems in promoting the social awareness of the Grade 11 TVL senior high school students enrolled in Politics and Governance.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. The Grade 11 TVL students enrolled in Politics and Governance at Tineg National High School were nearly equally distributed by sex, with most respondents being 18 years old, residing in barangay areas, and reporting no steady source of family income.
2. The objectives of Politics and Governance were perceived to be generally well attained, although the level of attainment varied across specific learning objectives. Objectives concerning the state, the branches of government, and local government responsibilities received higher ratings, while some objectives related to global and regional politics received lower ratings.
3. Instructional strategies for promoting social awareness were perceived to be used very often. Strategies involving lectures, critiques or written activities on current social issues, interviews, and other forms of teacher-mediated instruction were among those frequently used.
4. Instructional materials were perceived to be moderately available. While radio broadcasts, computer printouts, modules, and mobile-phone or social-media updates were relatively more available, internet

connectivity, textbooks, newspapers, brochures, and some other materials received lower availability ratings.

5. The respondents perceived several problems in promoting social awareness as very serious, particularly the limited copies of instructional materials, insufficient school funds for enhancement activities, limited access to equipment at home, and inadequate exposure to out-of-school community activities.
6. Taken together, the findings indicate that teachers were able to implement Politics and Governance instruction and attain many of its objectives despite resource and experiential-learning constraints. The findings also highlight the need to strengthen instructional resources, community-based learning opportunities, and teacher, supported learning experiences to further promote social awareness among Grade 11 students.

RECOMMENDATION

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Strengthen instructional resources. The school administration, in coordination with the Schools Division Office, should prioritize the provision of updated Politics and Governance textbooks, newspapers, printed current-events materials, maps, charts, multimedia resources, and other supplementary materials. Where appropriate, resources may be obtained through school funds, approved school improvement activities, partnerships, donations, and division-level procurement.
2. Improve access to digital learning resources. Since internet connectivity received one of the lowest availability ratings, the school may explore feasible options such as offline digital resources, downloaded educational videos, teacher-prepared multimedia materials, shared digital repositories, and available community or government-supported connectivity programs.
3. Increase experiential and community-based learning opportunities. Teachers should provide structured opportunities for students to observe or interact with local government offices, community organizations, and other appropriate institutions. Field visits, interviews, community observation, and reflection activities should be planned according to school policies, available resources, safety requirements, and curricular objectives.
4. Strengthen teacher professional development. School-based Learning Action Cell sessions, in-service training, peer observation, and collaborative lesson planning may be used to strengthen teachers' capacity to implement discussion-based, inquiry-oriented, media-supported, and experiential approaches in Politics and Governance.
5. Provide current and locally relevant learning materials. Teachers should regularly incorporate appropriate local, national, and international current events into classroom discussions so that students can connect curriculum concepts with actual social and political issues.
6. Develop a resource mobilization plan. The school may identify priority instructional material needs and establish a systematic plan for requesting, procuring, producing, or sourcing these materials through legitimate school and division mechanisms.
7. Implement and monitor the proposed action plan. The action plan developed from the study should identify specific activities, responsible persons, timelines, required resources, and expected outputs. Its implementation should be periodically monitored and adjusted based on available resources and observed student needs.
8. Conduct further research. Future studies may involve larger samples and multiple schools in rural areas of Abra or other comparable contexts. Researchers may also employ validated measures of civic knowledge, social awareness, civic attitudes, and civic engagement to provide additional evidence beyond respondents' perceptions.

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