

Community Linkages and Participation of Araling Panlipunan Teachers in Junior High Schools

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Abstract: *This study was pursued to realize its main concern and that was to determine community linkages and participation of Araling Panlipunan teachers in Junior High Schools. The descriptive method of research was engaged in the study with questionnaire as the predominant instrument in gathering and obtaining the data. Frequency counts, percentages, average weighted mean and chi-square based measure were used in the analysis of data. The respondents were teachers handling Araling Panlipunan with a total of one hundred seven (107) respondents. Most of them belonged to 20-30 years old, dominated by females, are married, have earned MA units, with Teacher I position, and took up BSE major in Social Studies. They are new in the service and some haven't attended any training on community development. The researcher recommended that a parallel and a more comprehensive study should be conducted in other parts of the country. The Department of Education should conduct more seminar-workshop with regards to community linkages and community development programs and activities. Administrators and teachers should work hand in hand to improve relationships between and among the community. Teachers are recommended to exploit all possible means to enhance their competencies in community development programs and activities for a better students' performance. The Department of Education should address the problems encountered by the teachers on their participation in community development programs. Results of this study should be made known to the authorities concerned for them to use as basis for the active participation of teachers in Community development activities.*

Keywords: *community linkages, community participation, Araling Panlipunan Teachers*

INTRODUCTION

The overriding theme of a social studies curriculum is to promote civic competence according to the National Council for the Social Studies. In essence, social studies promote knowledge of and involvement in civic affairs [1]. Community activity is part of ‘civic responsibility’. It’s about doing things in our community because we want to or feel we should, rather than because we have to by law [2].

Social Studies teachers participate in different community development activities/projects by helping people in the school and community—homeless and needy, participating in clean-up day, connecting themselves with senior citizens, hospitals, red cross and charitable organizations ,supporting in environmental protection programs such as waste disposal projects, promoting human rights, attending community/town council meetings and helping in the election. A study [3] in Pangasinan revealed that teachers have high acquisition of professional characteristics particularly on decisiveness, resourcefulness, commitment and stress tolerance.

On the other hand, there are problems or challenges that teachers experienced on their connections and participation in those activities. Many schools and educational institutions overlook the fact that high rates of student success are generally the result of three groups collaborating to provide the best opportunities for the future—teachers, parents, and the community.

OBJECTIVES OF THE STUDY

The study conducted to determine the community linkages and participation of Araling Panlipunan teachers in Junior High Schools. This study addressed the following concerns such as (1) level of competencies in community linkages of the Araling Panlipunan teachers, (2) extent of

participation and the (3) degree of seriousness on the problems encountered by teachers.

MATERIALS AND METHODS

This study made use of descriptive survey methods of investigation as adopted by several study [9]-[10]. The respondents were the Araling Panlipunan teachers in Junior High School for the School Year 2017-2018. The subjects of the study were the Araling Panlipunan teachers in the public secondary schools in Schools Division Office I Pangasinan, Second Congressional District during the School Year 2017-2018. These teacher-respondents were chosen using random cluster sampling. The municipalities constitute the clusters and all public secondary schools in the chosen municipalities were subjected in the study. The researcher used questionnaire as the primary tool to gather the necessary data for the study. The statistical treatment used was frequency and percentage, average weighted mean and the chi-square-based measure, called contingency coefficient was utilized at 0.05 level of significance. Likert type scales ranging from “Very high” to “Very Low” were employed for the level of competencies of teachers. Likert type scales ranging from “Always” to “Never” were used for the extent of participation of teachers. And for the degree of Seriousness on the problems encountered, scale from “Highly Serious” to “No Serious” has been utilized.

RESULTS AND DISCUSSION

The results presented include the perceived competencies, extent of participation and the degree of seriousness on the problems encountered by respondents.

Table 1

Level of Competencies in Community Linkages of the Araling Panlipunan teachers

VARIABLE	Overall Average Weighted Mean
A.Establishment of learning environments that are responsive to community contexts	4.28 High
B. Engagement of parents and the wider school community in the educative process	4.15 High
C. Implementation of School Policies and procedures	4.13 High
D.Communication of learner needs,progress and achievement to key stakeholders	4.14 High

It appears on the table that the subjects of the study are highly competent in establishment of learning environments that are responsive to community with an average weighted mean of 4.28. It can be linked to the study entitled Competencies of Teachers toward the implementation of enhanced K to 12 Basic Education Program (EBEP) found out that Grade 1 and 2 teachers feel very competent in the 7 domains based on the National Competency-Based Teacher Standards. They perceived themselves as very competent in the domain of community linkages while the domain on diversity of learners got the lowest mean rating though on the level of very competent [4]. It also reveals that teachers are highly competent in engaging of parents and the wider school community in the educative

process as shown by the overall mean of 4.15. Parents is much aware of their participation in school activities that brought enhanced performance to their children [5]. For the implementation of school policies and procedures, it received an overall mean of 4.13 which means highly competent. It indicates that teachers are mindful of existing school policies and procedures hence, the school runs smoothly and safely and ensures that students receive a quality education. And on community linkages on communication of learner needs, progress and achievement to key stakeholders' teacher highly participated with an overall mean of 4.14. Communication is essential in fostering community development; that with good communication strategies, community members would take ownership of development initiatives in their hands and that good and effective communication would foster community development [6].

Table 2.a.

Extent of participation of the Araling Panlipunan teachers in community linkages in terms of Academic

Academic Aspect	Frequency				
	1	2	3	4	5
1.Educational tour	24 (22.43)	20 (18.69)	33 (30.84)	25 (23.36)	5 (4.67)
2.Home Visitation Programs	0	1 (0.93)	15 (14.02)	41 (38.32)	50 (46.73)
3.Parent Teacher Conferences	0	1 (0.93)	9 (8.41)	23 (21.50)	74 (69.16)
4.Promotion on new programs in Education such as Alternative learning System, adult literacy programs	5 (4.67)	10 (9.35)	30 (28.04)	37 (34.58)	25 (23.36)
5.Reading and tutorial services (remedial class)	0	12 (11.21)	35 (32.71)	39 (36.45)	21 (19.63)
Overall Average Weighted Mean			3.77 Often		

Legend: 5-Always 4-Often 3-Sometimes 2-Seldom 1-Never

The table 2.a reveals that AP teachers often participated in community linkages in terms of academic aspect with an overall mean of 3.77. This entails that there is value for work among the teachers in Junior high schools.

Table 2.b.

Extent of participation of the Araling Panlipunan teachers in community linkages in terms of Socio-Cultural

Socio-Cultural Aspect	Frequency				
	1	2	3	4	5
1. Art /Music/Cultural programs	2 (1.87)	8 (7.48)	40 (37.38)	43 (40.19)	14 (13.08)
2. Faith Community's activities (Bible Studies, Cell group and Church Services)	3 (2.80)	10 (9.35)	34 (31.78)	35 (32.71)	25 (23.36)
3. Parks' program /Town festival(fiesta),parade	0	3 (2.80)	18 (16.82)	34 (31.78)	52 (48.60)
4. Programs to address psychosocial problems(child-abuse,domestic violence)	1 (0.93)	5 (4.67)	35 (32.71)	46 (42.99)	20 (18.69)
5. Sports and recreation	0	7 (6.54)	36 (33.64)	38 (35.51)	26 (24.30)
Overall Average Weighted Mean				3.79 Often	

Based on table, the overall mean on the extent of participation of Araling Panlipunan teachers for Socio-cultural aspect is 3.79 with a descriptive rating of often. Teachers frequently participate in different socio-cultural activities in the community; this means that they know their role and functions in the community. And especially so that most of the respondents are still young, fit to different socio-cultural activities.

For the economic aspect, Junior High School teachers often participate in community

linkages on economic aspects with an overall mean of 3.69. This implies that teachers serve as an agent of change, they share responsibility in the community for the common good.

Table 2.c.

Extent of participation of the Araling Panlipunan teachers in community linkages in terms Economic

Economic Aspect	Frequency				
	1	2	3	4	5
1. Emergency response planning and implementation.	0	4 (3.74)	27 (25.23)	51 (47.66)	25 (23.36)
2. Livelihood Programs and Skills Training and Development such as dressmaking, welding, ICT, and etc. alleviating poverty	1 (0.93)	9 (8.41)	42 (39.25)	39 (36.45)	16 (14.95)
3. Health and Wellness Program(zumba)	0	22 (20.56)	32 (29.91)	36 (33.64)	17 (15.89)
4. Job mentoring or career orientation	0	11 (10.28)	41 (38.22)	33 (30.84)	22 (20.56)
5. Partner in the school and community projects such as infrastructure and sanitation among others.	2 (1.87)	5 (4.67)	25 (23.36)	44 (41.12)	31 (28.97)
Overall Average Weighted Mean			3.69 Often		

Table 2.d.

Extent of participation of the Araling Panlipunan teachers in community linkages in terms Environment

Environmental Aspect	Frequency				
	1	2	3	4	5
1. Advocacy campaign about the importance of the environment through multimedia.	0	5 (4.67)	28 (26.17)	40 (37.38)	34 (31.78)
2.Environmental clean-up projects in the community.	0	7 (6.54)	21 (19.63)	41 (38.32)	38 (35.51)
3. Seminar on Disaster risk Reduction and Management and other issues on environment.	2 (1.87)	5 (4.67)	27 (25.23)	35 (32.71)	38 (35.51)
4. Support on the different Environmental Protection Acts.	1 (0.93)	5 (4.67)	27 (25.23)	38 (35.51)	36 (33.64)
5.Tree-planting	2 (1.87)	7 (6.54)	27 (25.23)	37 (34.58)	34 (31.78)
Overall Average Weighted Mean	3.96 Often				

For the environmental aspect, teachers often participate with an overall mean of 3.96. This implies that most of the respondents have the care to protect and save mother earth for the next generation.

Table 3 presents the difficulties met by the teachers on their involvement in Community Development programs/activities.

Table 3.a.

Degree of seriousness on the problems encountered by teachers in their Participation in community development in terms of Academic

Academic	Frequency				
	1	2	3	4	5
1.Heavy teaching loads/assignments	4 (3.74)	6 (5.61)	34 (31.78)	39 (36.45)	24 (22.43)
2.Lack of organized pool of experts to serve in various community development activities	2 (1.87)	15 (14.02)	39 (36.45)	42 (39.25)	9 (8.41)
3.Lack of training about community development programs	3 (2.80)	9 (8.41)	40 (37.38)	29 (27.10)	26 (24.30)
4.Overlapping of activities and other related works	4 (3.74)	11 (10.28)	31 (28.97)	25 (23.36)	36 (33.64)
5.Poor parent-teacher relationship	11 (10.28)	17 (15.89)	35 (32.71)	31 (28.97)	13 (12.15)
Overall Average Weighted Mean	3.52 Serious				

Legend: 5-Highly Serious 4-Serious 3 Moderately Serious

2-Slightly serious 1-Not Serious

The table 3.a. reveals the degree of seriousness on the problems encountered by teachers on academic aspects. It shows that Overlapping of activities and other related works perceived to be the highly serious problem met by the teachers with 36 (33.64%) respondents. Lack of organized pool of experts to serve in various community development activities and Heavy teaching loads/assignments perceived as serious with 42 (39.25%) respondents and 39 (36.45%) respondents. Lack of training about community development programs with 40 (37.38%) subjects and poor parent-teacher relationship with 35 (32.71%) respondents perceived as moderately serious. The Overall mean for the degree of seriousness on the problems encountered by teachers on academic aspect is 3.52 with a descriptive rating of serious. It indicates that the

above mentioned are the worst problems met by the teachers.

In comparison, in a study, Public Secondary School Teachers' Extent of Involvement in Community Development in Anda, Pangasinan, found out that lack of adequate financial support both from the government and school and heavy teaching loads/assignments and other school related works were descriptively rated as serious [7].

Table 3.b.

Degree of seriousness on the problems encountered by teachers in their Participation in community development in terms of Socio-Cultural

Socio-Cultural	Frequency				
	1	2	3	4	5
1. Attitudes of teachers	10 (9.35)	20 (18.69)	30 (28.04)	30 (28.04)	17 (15.89)
2. Community people who are unconcerned to community development activities	6 (5.61)	16 (14.95)	41 (38.32)	23 (21.50)	21 (19.63)
3. Conservativeness of teachers	11 (10.28)	25 (23.36)	35 (32.71)	25 (23.36)	11 (10.28)
4. Lack of time due to pressures from family responsibilities	11 (10.28)	20 (18.69)	34 (31.78)	29 (27.10)	13 (12.15)
5. Ningas cogon support from community to sustain community development programs/activities	7 (6.54)	18 (16.82)	29 (27.10)	23 (21.50)	30 (28.04)
Overall Average Weighted Mean	3.23 Moderately Serious				

The table 3.b. shows that Ningas cogon support from community to sustain community development programs/activities has 30 (28.04%) respondents that were perceived as highly serious. Attitudes of teachers, perceived to be as serious problem with 30 (28.04%) respondents. Community people who are unconcerned to

community development activities have 41 (38.32%) respondents perceived as moderately serious. Conservativeness of teachers has 25 (23.36%) respondents perceived as slightly serious. Lack of time due to pressures from family responsibilities perceived as not serious with 11 (10.28%) teachers. The overall mean for the degree of seriousness on the problems encountered by teachers on socio-cultural aspects is 3.23 with a descriptive rating of moderately serious. In contrast, in a study showed that rural Based teachers deter in participating in community development activities are the unfavorable political conditions, lack of specific supportive policy, their attitude, lack of opportunities and incentives, conservativeness of teachers, lack of training in community development and labor issues [8].

Table 3.c.

Degree of seriousness on the problems encountered by teachers in their Participation in community development in terms of Economic

Economic	Frequency				
	1	2	3	4	5
1. Inconsistent supervision and encouragement by the school heads.	22 (20.56)	11 (10.28)	32 (29.91)	27 (25.23)	15 (14.02)
2. Lack of adequate financial support both from the government and school	10 (9.35)	14 (13.08)	29 (27.10)	32 (29.91)	22 (20.56)
3. Lack of support /assistance from local government officials	9 (8.41)	18 (16.82)	30 (28.04)	29 (27.10)	21 (19.63)
4. Misuse of funds and mistrust to the leaders	15 (14.02)	18 (16.82)	18 (16.82)	27 (25.13)	29 (27.10)
5. Weak planning that contribute to inefficient and effective use of local funds	17 (15.89)	13 (12.15)	26 (24.30)	19 (17.76)	32 (29.91)
Overall Average Weighted Mean	3.28 Moderately Serious				

The table 3.c. shows that the degree of seriousness on the problems encountered by teachers on economic aspect is 3.28 with a descriptive rating of moderately serious. Weak planning that contributes to inefficient and effective use of local funds has 32(29.91%) subjects with a rating of highly serious. Lack of adequate financial support both from the government and school, has 32(29.91%) respondents, was considered as serious. Inconsistent supervision and encouragement by the school heads, has 32(29.91%) respondents that were considered as moderately serious. Lack of support /assistance from local government officials and Misuse of funds and mistrust to the leaders have the same 18(16.82%) respondents that were reflected as moderately serious.

Table 3.d.

Degree of seriousness on the problems encountered by teachers in their Participation in community development in terms of Environmental aspect.

Environmental Aspect	Frequency				
	1	2	3	4	5
1. Absence of volunteers in sustaining community development activities	12 (11.21)	13 (12.15)	36 (33.64)	28 (26.17)	18 (16.82)
2. Inadequate physical infrastructure - such as places to meet, public spaces, telephones	8 (7.48)	18 (16.82)	33 (30.84)	29 (27.10)	19 (17.76)
3. Lack of opportunities and incentives	9 (8.41)	15 (14.02)	35 (32.71)	34 (31.78)	14 (13.08)
4. No linkages with non-governmental organizations to sustain community development activities	11 (10.28)	15 (14.02)	28 (26.17)	28 (26.17)	25 (23.36)

5. Weak mechanisms for meaningful teacher participation in community development programs/activities	12 (11.21)	13 (12.15)	35 (32.71)	13 (12.15)	34 (31.78)
Overall Average Weighted Mean	3.33 Moderately Serious				

The table 3.d. displays the overall mean on the problems encountered by teachers on economic aspect is 3.33 as moderately serious. Weak mechanisms for meaningful teacher participation in community development programs/activities with 35(32.71%) respondents were perceived as highly serious. Lack of opportunities and incentives with 35(32.71%) respondents, perceived as serious. Absence of volunteers in sustaining community development activities, with 36(33.64%) respondents, perceived as moderately serious. Inadequate physical infrastructure - such as places to meet, public spaces, telephones and No linkages with non-governmental organizations to sustain community development activities with 15(14.02%) respondents respectively, perceived as slightly serious.

CONCLUSION AND RECOMMENDATION

The respondents are highly competent in community linkages in establishing learning environments that are responsive to community contexts, in engaging of parents and the wider school community in the educative process, in school policies and procedures and in communication of learner needs, progress and achievement to key stakeholders. Araling Panlipunan teachers often participated in community linkages in terms of academic, socio-cultural, economic and environmental aspect. Generally, on the degree of seriousness on the problems encountered by the respondents, the indicator under academic aspect was considered as serious. While socio-cultural, economic and

environmental aspects were appraised as moderately serious. Results of this study should be made known to the authorities concerned for them to use as a basis for the active participation of teachers in the community. Administrators and teachers should work hand in hand to improve relationships between and among the community. Teachers are recommended to exploit all possible means to enhance their competencies in community linkages for a better students' performance. The Department of Education should address the problems encountered by the teachers on their participation in community linkages.

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