

# Students' Valuations of the Significance of Araling Panlipunan and Receptiveness of Teachers' Pedagogical Procedures

**Analyn B. Cabuhat**

Department of Education, Bunsuran National High School School, Pandi Bulacan, Philippines

## **Abstract:**

Participants were students of Bunsuran National High School, Pandi, Division of Bulacan during the School Year 2017-2018. Two null hypotheses were tested for their significance at a .05 level: (1) Students' across gender and grade level do not differ in their interest towards Araling Panlipunan as a subject and their receptiveness of pedagogical procedures and (2) Students' valuation of the significance and value of Araling Panlipunan as a subject and their receptiveness of the pedagogical procedures are not related. Pedagogical procedures focus on four (4) components: providing opportunities for self-motivation, escalating scholastic capabilities, consideration of learners' uniqueness, and shoring up affective development. The following findings were arrived at : Majority of the students are high in their valuations as regards in significance and value of Araling Panlipunan as a subject. Majority of the pedagogical procedures in terms of recognizing learners' uniqueness, and in enhancing emotional, social, and scholastic capabilities. Students across gender do not differ in their receptiveness of Araling Panlipunan and in their receptiveness of pedagogical procedures and performance; however, students across grade level differ in their receptiveness of Araling Panlipunan and in their receptiveness of pedagogical procedure. There exist significant relationship between students' interests in Araling Panlipunan and their receptiveness of teachers' pedagogical procedures along the four measures.

**Keywords:** Value of Araling Panlipunan, Pedagogical Procedures.

## **1. Introduction**

Students' interest towards Araling Panlipunan as a subject and their receptiveness of teachers' pedagogical procedures are vital information for teachers to discern better who the learners are – their aspirations, needs, values, and goals. Equip with some valuable information about students, teachers are afforded the opportunity to closely monitor the performance of their students and the quality of the teaching-learning processes involved.

Effective delivery of instruction is ensured when teachers are cognizant of who their students are in terms of their impression motivation. Such awareness of teachers of learners' students' impression motivation will provide grounds on which teachers may be able to assess and evaluate their students specifically how well the students' receptiveness match the standards they have set for successful learning.

The subject Araling Panlipunan demands the necessary qualities and competence of an effective teacher. The teacher must possess special abilities in the various activities associated with the program and must

have a knack for teaching them. The teacher who possesses the ability in the performance of the varied activities will attain more teaching success than the teacher who does not have the ability, competency, and capability to handle the subject is not an index of one's fitness for the profession. Teachers are the direct agents for the delivery of effective educational services in the learning. It is imperative for them to possess the professional and personal qualities that will make them effective catalyst of change.

The researcher, a public secondary school teacher handling Araling Panlipunan, was inspired to conduct this study with the end in view that some objective data relative to students' interest towards Araling Panlipunan as a subject and their receptiveness of pedagogical procedures are valuable insights on how students view Araling Panlipunan.

### **Literature Review**

In crafting a favorable teaching-learning situation, the following points were suggested by Arlington (2000) for its accomplishment:

- The teacher should create an environment that is socially and emotionally pleasant, satisfying, and stimulating. Social and emotional environment is an important factor in learning.
- The teacher should create an attitude or environment that is conducive to learning. The ideal conditions for learning depend largely upon the attitude of the learner toward the educational programs and activities.
- The teacher should create goals for the work of the students - goals which are meaningful and achievable. It is an expected fact that meaningful goals beget motivation and bring about the desired behavior.
- The teacher should create meaning in the materials and the activities the students will undertake. The most effective learning comes when the learners find meaning in the subject matter they study and the activities they undertake.

Arlington further gave impetus on the significance of the motivational climate that enhances learning. Creating favorable emotional ambience rests on the shoulders of the teachers. If a teacher fails to create an emotionally pleasant climate, learners will be disinterested in school work.

Glindle (2004) commented that often times, teachers tend to kill interest and to reduce learning by relying heavily upon some strategies without regard to the learners' behaviors, the learning environment, and the learners' attitudes. In carrying out learning activities, the students must be more than a passive observer; he must react to the learning experience in ways which lead him toward desired goals. He added that teachers who want students to be deeply concerned about their subjects will seek student suggestions with regard at least to some choices in learning activities and the provision of opportunities for more effective instruction.

Work with school improvement has led us to conclude that what happens in the learning is an important first-step to establishing a school milieu conducive to learning. A good teacher can always overcome many other impediments to effective schooling. The teacher is also the first contact that the student has in as formal setting. Much of what happens there carries over to the rest of the school.

Wright (2005) said that a positive learning climate has been perceived as consisting of two dimensions: an academic climate and a social climate. Each of these in turn compromise a number of attributes which when taken together will result in a positive school milieu. The academic climate is a resultant of how low the school uses rewards and praise, the effectiveness of the school teachers and the principal, and the collaborative processes that exist within the school. The social climate, on the other hand is a

resultant of the appearance, comfort and orderliness of the school facility, the opportunities students have for participation in the school program, the norms that are prevalent and the nature of the administrative staff-student cohesion and support systems. Taken together, the dimensions and attributes contributes to a positive school milieu. Wright adds that instruction that is conducted in a climate where learning is fun creates interest. The students enjoy learning, enjoy their teacher, and each other. The learning is an exciting and stimulating place to be.

In the context of the school milieu, educators understand, assess, and strive to continually improved the physical components of the school, the psychological components of the school environment, the mechanics of school operations (leadership, expectations, communications, decision-making and fairness), and other components of school and learning milieu that affect attitude, achievement, cooperation, care and attention, commitment to learning, self-esteem and discipline.

The characteristics of a good school include a system for monitoring and measuring students; a strong instructional focus, strong instructional leadership, and a positive school milieu (Samuel et al, 2002). The school milieu should be conducive to the needs of students. To be able to do so, the psychological variables common to and most prevalent among students should be identified as well as the problems presently experienced by schools in recognizing this psychological needs. By doing so, school officials can devise programs help alleviate much of the anxiety and uncertainty experience by the students. Fraser (2004) pointed out that of an individual's behavior is a function of a set of characteristics unique to that individual and the environment in which the individual acts. The work of Cornbleth (2000) and Grundy (2003) led to the rating of what a positive school milieu should be. They agree that considerations of school milieu include the attitudes, beliefs, values, character, and behavior of the people within the organization. How school milieu is perceived by the students determines the degree of success in the attainment of objectives. When interactions and interrelationships are healthy there is no reason why objectives cannot be achieved according to Smith (2004).

Jimenez (2003) noted down in his article that the teachers' temperament other than effective instruction must be brought into play to effect disciplinary measures. He commented that keeping discipline in the learning is a matter directing and guiding the pupil's interest and energy. The keeping of order is the function of the teacher's ability to utilize fully the energy of the students. They should be kept busy all the time. The teacher's task is that of directing and guiding this energy into proper channels. He should not attempt to suppress its flow. If the students do not react to stimuli, they are not teachable. Instead of looking upon this manifestation of life and energy is something inimical to teaching. The conduct and comportment can be cause of the students' misbehaviour in class.

Teachers' methods, procedures, and techniques, as well as their personality make-up, help develop students. According to Diaz (2008), the meaningful experiences for students are conditioned by sound methodology, procedures and techniques of teaching. Students can develop critical thinking, investigate skills, and a sense of responsibility which lead to favourable changes in behaviour if they are motivated to use a variety of functional methods that provide practical, interesting, and challenging experiences. The students should be exposed to real life situations wherein they can do meaningful activities wholeheartedly.

According to Leary and Kowalski (2000), impression motivation plays a significant and vital function in the safeguarding and preservation of self-esteem. Impression motivation facilitates and makes possible person's desire to achieve his goal. The way others look at the individual is an intrinsic motivation in itself. Delf-esteem is influenced by the person's receptiveness of its performance and his perception of

how others react to his performance. As a result, the individual vigorously aspires to draw out impressions that will elicit positive perceptions from others who he is an individual. The person is motivated to exert efforts to reach his goals. Further, his self-esteem is enhanced arising from the perception and reactions of people he interacts with.

Aronson, Wilson et al. (2009) remarked that the impression motivation, confidence, feelings of being challenged, and perceived accomplishments of the students contribute immensely to rouse and stir up students' interest and eagerness in the subject which consequently have an impact on students' academic performance.

Hass (2006) commented that teachers must exert efforts to inculcate into the minds of students the need to improve their performance, work effectively with others, and learn to think critically and scientifically. The impression motivation students have toward a formidable task should always be at the teachers' consciousness to effect favourable teaching-learning process.

Sasson ([www.successconsciousness.com.2011](http://www.successconsciousness.com.2011)) said that impression motivation are manifestations of an individual's desire and interest. Impression motivation is a driving force that pushes an individual to take action and pursue goals. Lack of motivation and interest denotes absence or deficiency in desire, interest and motivating force. Lack of motivation and lack of interest are two main reasons for failure and of living a mediocre life. According to Barbara McCombs ([www.stanford.edu.2010](http://www.stanford.edu.2010)), "Research shown that for students to be optimally motivated to learn, they must:

- See schooling and education as personally relevant to their interests and goals.
- Believe that they possess the skills and competence to successfully accomplish these learning goals.
- See themselves as responsible agents in the definition and accomplishment of personal goals.
- Understand the higher level thinking and self-regulation skills that lead to goal attainment.
- Call into play progress for effectively and efficiently encoding, processing, and recalling information.
- Control emotions and moods that can facilitate or interfere with learning and motivation.
- Produce the performance outcomes that signal successful goal attainment."

The significance of impression motivation on learning interest was elaborated by several specialists in education ([ims.ode.stae.oh.us](http://ims.ode.stae.oh.us)).

Varying instruction based on what students want to know and how they prefer to learn helps to create a collaborative, learner-centered climate that has positive effects on students' achievement. Teachers should take efforts to discern what impression motivation do students adhere to. Such a practice requires that students be given opportunities to engage in hands-on, open-ended activities and provided with time and resources to explore their interests. It also requires that teachers seek out information related to their students' interests and backgrounds and adopt a role as facilitator, turning more responsibility for learning over to the students (McREL, 2002; Stevenson and Carr, 1993; Tomlinson, 1999).

Educational researchers pointed out that a teacher must be able to meet the following competence in instructions; Knowledge and commitment to subject matter; subject matter expertise or specialization; ability to convey interest for the subject to the students; belief in student's ability to succeed; commitment to setting high expectations for students, competence to teach varied student ability level; willingness to give special attention to students requiring help; and success in fostering excellent student performance.

## Respecting Individual Difference

Research serves as the means for delving into and sharing knowledge, particularly within the realm of the educational system and the pursuit of sustainable transformation, Tolentino, Rico (2023)

Diversity in interests, skills and competence, and values, among students takes multiple forms. Diversity in demographic group terms, such as age, class, culture, disabilities, ethnicity, gender, or sexual orientation are expected. But the most common involves individual difference: in background, levels of preparation, learning styles, interests, and abilities. Simply teaching students with 30 or more different faces in teaching 30 different students, each with distinctive needs and talents, and different levels of motivation, attention, knowledge, time to devote to class, and maturity.

A very efficient teacher should consider ways to meet the needs and build on the strengths of all the students (Floyd, 2010). Here are some practical suggestions:

**Get to know your students.** Nothing undermines stereotype or misconceptions quicker than simple knowing your students. Learn something about their strengths, talents, and interests and draw upon those in your interactions with them. And remember, students who feel connected to the teacher work harder.

**Make sure your students know why the material is worth learning.** Students who are engaged and motivated will put more effort into their subject.

**Create a learning where student input about content and pedagogy is welcome.** No doubt a teacher will feel uncomfortable when students criticize as aspect of the class or the teaching style of a teacher. But if a teacher is to reach them effectively, the teacher needs to encourage the students to reflect critical on their own learning.

**Very presentation style.** Because students have diverse learning styles, consider using a variety of schemes: lectures, discussion, PowerPoint presentations, audio (including music), video, charts and graphs, simulations, and images.

**Highlight critical concepts and skills.** Make sure that all students master key concepts and skills.

**Approach the material interactively.** Inquiry-based instruction, hands-on experiments, project and problem-based learning.

**Integrate small group learning into your teaching.** Collaborative and team-based learning, including pairs and small group activities, allow students to learn from their respective teachers.

**Don't get locked into "lock-step" teaching.** All students don't need to be doing exactly the same thing at the same time. You might adopt "differentiated instruction," where one group pursues one activity while you work closely with another group on particular skills or concepts.

**Create a support system.** The competent teacher knows that learner's progress at different speeds, learn in different styles, and respond to different kinds of motivation by:

- Planning ways of dealing with learners' uniqueness in learner's abilities cultural background and handicaps;
  - Defining different objectives for different learners;
  - Providing for learners with unusual talents and abilities; and
  - Arranging the learning for each access for physically handicapped children.
- The research of Ornstein (2002) revealed certain instructional competencies and indicators as follows:

**Academic Learning Time.** The competent teacher knows that learning is directly related to the amount of time engaged in planned learning activities. The teacher demonstrates this competency by:

- Planning for the efficient use of class time;

- Minimizing the amount of time spent on procedural matter;
- Using non-punitive techniques for maintaining learner involvement in assigned tasks; and
- Maintaining continuous focus on the lesson/topic.

**Accountability.** The competent teacher knows the importance of holding learners responsible for completing assigned task by:

- Planning just what tasks each learner is supposed to complete;
- Making clear to the learners what they are expected to accomplish;
- Clearly establishing consequences of not completing an assigned task; and
- Checking to see whether learners work on their tasks.

**Clarity of Structure.** The competent teacher knows that learning is facilitated if the lesson is presented in a clear systematic sequence, which is consistent with the objectives of the lesson by:

- Preparing outlines, review and summaries of beforehand;
- Beginning the lesson or unit with a statement of purpose.
- Making interrelations among the parts of the lesson clear to the learners; and
- Ending the lesson or unit with a summary or review.

**Meaningfulness.** The competent teacher knows that learning is facilitated when content is related to learner's interest, to common experience, or to information with which they are familiar by:

- Planning ways of relating instruction to interest and previous knowledge of learners;
- Pointing out relationships between lesson or unit content and things learners already know;
- Pointing out relationship between lesson or unit content and outside or "real world" interest of learners;
- Asking questions to learners that require them to identify relationship between what they are learning and something that is already known;
- Planning activities that require learners to identify relationships between what they are learning and something that is important to them outside the learning; and
- Relating instruction to cultural background of the learners.

Teachers play a very crucial role towards the growth of a highly inspiring school milieu. Teachers should manifest behaviours that are worth emulating by the students. They should exert efforts to consistently project a behaviour and character that they are sensitive to the needs of their students (Gerald, 2022).

All behaviour of students, without exception, is completely determined by students' receptiveness of teachers pedagogical procedures. Likewise, Jackson (2000) said that a very favourable learning milieu is a critical variable that spell differences in the quality of teacher-student relationships; the quality of teaching and learning; and the quality of its populace (Perezozki, 2003).

The need for teachers to come up with more dynamic and effective teaching to impact on students' curiosity and satisfaction in learning is essential. She suggested that research activities be undertaken on what area the students are inclined based on their interests (Santiago, 2003). He said that there are factors emanating from teachers proficiencies and students' attitudes that enhance students' competence, facility, and adeptness of in becoming skilled at something. The contentment and gratification students acquire in their search for erudition, wisdom, and knowledge are dependent on several variables, too. Lear et al (2006) put forward that there are a variety of definitions of students' receptiveness to augment

the knowledge of students. It includes, likewise, aptitudes of students for receptiveness, recall, flow of information, dilemma, skilfulness, ingenious cognition, and interactions with teachers (De Luna, 2004). Teachers should come up with methods and strategies that make learning interesting and easier. It forms the bridge between the child, the subject matter. Methods also link the child and society. By means of the learning methods used, the child's personality unfolds and he learns to adjust to his surroundings. Principles and methods of teaching provide the teachers with ready reference for improved techniques, new trends, effective pedagogical procedures and modern strategies. The teacher will constantly be finding out for himself which method is best suited in his particular field of specialization. He should den try out as many methods as he can. An alert teacher is not only receptive of modern practices but assertive enough in the utilization of this method. Each new concept he adopts enriches him professionally and experientially (Ayer, 2006).

Winstin (2000) remarked that there have been a great deal of interest and interest in recent years in measuring the dimensions of instructional competence as they influence the quality of learning that educational clients will gain from it. However, not many convincing facts have been discovered. Little attention has been given to situations with specific demands on instructional competence among teachers as they relate to research-leadership capability and pedagogical philosophy among the subjects of this undertaking. Instructional competence is the most important element of a good teaching-learning process; a competent teacher is the main reason for assessing and evaluating the achievement of quality education.

Educators advanced that one of the teacher must have a thorough grasp of the subject he teaches. Effective learning demands that the process solid knowledge of the subject or field he teaches. To master one field is to keep on learning more about it. To master one field is to keep on learning more about it. A teacher cannot simply learn the rudiments of the subject matter. Then thoroughly and stop (Ashworth, 2004). Everyone is aware that at the present, there is an explosion of knowledge in every field. If a teacher continues learning about his subject matter, he must like it. Since the teacher is said to be the most important factor in learning, her needs must not be overlooked so that she will be inspired to assume the responsibility of molding the youth. Instructional methods facilitates learning and is considered learners' uniqueness, stimulates thinking and provides for growth (Donnerstein, 2003).

A teacher must know the best methods and techniques for accomplishing the desired methods for helping each child achieved maximum growth. The teacher must be able to adjust methods to meet learners' uniqueness among learners. The teacher must also learn how to build effective learning situations and to select teaching methods to guarantee maximum retention and application of the learning that are achieved (Timothy, 2002).

Several factors that affect the delivery of quality education and the most vital of which is the teacher. With this role, a teacher must possess desirable patterns essential to achieve quality teaching. Presumably, the desirable behavioural patterns believed to produced great impact on quality education include his multifarious roles as a manager, counsellor, motivator, leader, model, public relations specialist, parent-surrogate and teacher, to name a few. As a professional, the teacher has to be: a master of the content of the school subject which he is expected to teach, a master of the art of communication, adept in understanding the psychology of child growth and of human behaviour in general, knowledgeable about the methods of educational research and school organization, and has knowledge in the management and conduct of students' activities, ancillary services and maintenance of records (Westmore, 2006).

There are qualities considered as factors for successful instructional competence: (1) concern for individual, (2) expertness of subject matter, (3) understanding of the youth, (4) skill in the teaching process, (5) physical health stamina, (6) mental health and emotional stability, (7) interest and drive, (8) verbal facility, and (9) attractive appearance (McKean, as cited by Castrosanto, 2006).

The teacher as a vessel of wisdom must have insights on situations that directly affect the processes of education, and this insight comes only as a result of a deep research study involving the analysis of contents and their synthesis going through a process association, reflection, and interpretation, and the gaining of relevant experiences related to its different manifestations in practical life (Llanes, 2002).

It is quite difficult to overestimate the importance of subject matter in the teaching process. Only teachers with good understanding of the subject matter can organize effectively what is to be taught. The knowledge of one's subject is tremendously important as are knowledge of the method of teaching and knowledge of children, society and the like. The more a teacher knows about the subject, the more he is able to present the subject in a stimulating way (Krynowsky, 2008).

The function of educators philosophers resolves itself into that of critical selection if they are to approach a complete pedagogical philosophy of the subject matter to be taught. He added that a teacher's thinking today has rightfully been influenced by all the thinking that has gone before us. The soundness of teaching philosophy will be determined by the validity of the principles we select and incorporate into our composite systems. Teachers must find unity in diversity, for they seek social and psychological values (Davis, 2006).

Research showed that students' affective state contribute to their achievement. To be successful, students must find instructions motivating and meaningful (Caine, 2001; Schiefele & Csikszentmihalyi, 2005; Tomlinson, 1998). When students' personal meanings and connections to prior knowledge are limited, they have difficulty engaging in creative behaviours and rely on entrenched thoughts and extrinsic motivation (Caine and Caine, 2001). The value that students place on subject matter or their interest on what they learn is a force that drives intrinsic motivation (Schiefele & Csikszentmihalyi, 2005). Intrinsic motivation has been shown to yield greater success than external rewards (McREL, 2002). In addition Schiefele & Csikszentmihalyi, (2005). Found that interest is related to both quality of experience during instruction as well as achievement.

### **Theoretical Perspectives**

Wellington (2008) emphasized the need for teachers' awareness relative to students' satisfaction in their subjects. These should be considered seriously as these are vital information and data that provide valuable insights and information that can lead teachers to identify the needs of students that can be tapped to heighten efficacy and capability in their subjects.

Research on students' receptiveness in teaching-learning processes and learning satisfaction are important ventures to undertake as these serve as challenges to the embellishment of quality education. Albert (2006) commented that some components of students' proficiencies should be looked into. These include their capability, skill, and proficiency in turning out to be competent at something; the pleasure and fulfilment a student gains in his or her exploration for knowledge; the impressions a student has toward assigned tasks; the lucidity and intelligibility of suppositions and schemes under consideration; and, the motivation, confidence, and the perceived accomplishments of the students contribute immensely to arouse students' interest and eagerness in the subject which consequently have an impact



in their academic performance should be explored if proficiency and productivity of learning instruction is highly aspired for.

Monitoring students' receptiveness and learning satisfaction are essentials in teaching-learning processes. Quincey (2007), said that receptiveness of the students' serves as essential feedback and information to describe their perseverance and determination in learning. Sommerset's (2004) remarked that students' receptiveness and learning satisfaction are essentials toward effective learning. Teachers are accountable to exert efforts to closely monitor their students along these directions as motivations to learn depend, to an extent, on the strong points of the learners and the various schemes students employ to enhance their understanding and learning. The receptiveness and satisfaction in learning of students enable teachers to better comprehend the pressures and demands of teaching and allow them to become more aware of the pedagogical procedures which consequently lead to the advantage of their students. Joseph (2006) said learning management is an integral part of teaching, and techniques of managing students' discipline must be acquired by the teacher. Inadequate learning management and discipline are widely considered to be major educational problems. It is a must, according to Tezniker (2005) that the teacher knows that learning is facilitated when subject matter content is related to learner's interest, to common experience, or to information with which they are familiar or unit content and things learners already know.

An especially important condition of learning is that learners be made aware of and understand the goals and objectives of the instruction they receive. Such knowledge provides purposive bases for the selection and organization of the responses the teacher makes in each learning situation. Achievement of this condition of learning is facilitated when the teacher takes the time to explain in sensible, understandable terms what the course subject is all about, what it seeks to achieve, how the student is expected to be change – in his attitudes, his knowledge, his ability to use that knowledge, and his skills – by the teacher and student activities related to the subject.

Winteler (2006) remarked that interest and achievement motivation are two important factors that enhance performance and achievement. Interests represent a theme focused on motivational variables while performance motivation can be regarded as a general motivational orientation that elicits students' interests and resources to perform better without necessarily specifying a particular area concern.

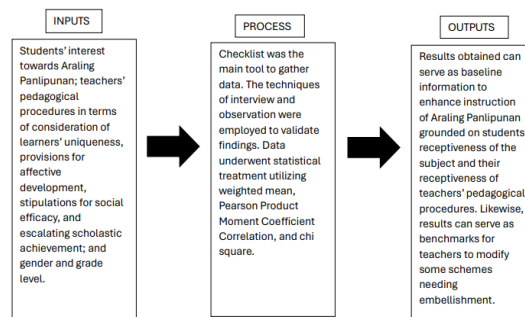
### **Conceptual Framework**

Learning performance is dependent on some factors: students' interest, the learning environment, and teachers' pedagogical procedures that promote the total well-being of learners.

Inputs of the study were students' receptiveness of their teachers' pedagogical procedures in Araling Panlipunan along four [4] components. Checklist was the main tool to gather data. The techniques of interview and observation were employed to validate findings. Statistical treatment include the weighted mean, Kendall's tau-b, and Pearson Product Moment Coefficient Correlation. Results obtained can serve as baseline information to enhance instruction of Araling Panlipunan grounded on students' receptiveness of the subject. Likewise, results can serve as benchmarks for teachers to modify some schemes needing embellishment.

### **Research Paradigm**

The IPO model was used to present the paradigm of the study.



**Figure 1.** The Paradigm of the Study

### Objectives of the Study

The researcher explored students' interest and their receptiveness of pedagogical procedures related to Araling Panlipunan.

Specifically, the researcher hoped to arrive at valuable information and data on the following:

1. Students' interest towards Araling Panlipunan as a subject.
2. Students' receptiveness of teachers' pedagogical procedures in Araling Panlipunan along the following components:
  - a. consideration of learners' uniqueness
  - b. provisions for affective development
  - c. stipulations for social efficacy, and
  - d. escalating scholastic achievement.
3. Whether students across gender and grade level differ in their interest towards Araling Panlipunan as a subject and their receptiveness of teachers' pedagogical procedures.
4. Relationship between students' valuations of the significance and value of Araling Panlipunan as a subject and their receptiveness of teachers' pedagogical procedures.

### Hypotheses

Two null hypotheses were tested for their significance at the 0.5 level:

1. Students across gender and grade level do not differ in their interest towards Araling Panlipunan as a subject and their receptiveness of pedagogical procedures.
2. Students' valuation on the significance and value of Araling Panlipunan as a subject and their receptiveness of pedagogical procedures are not related.

### Scope and Delimitation

The participants were students of Bunsuran National High School, Pandi, Division of Bulacan during the school year 2017-2018. Twenty-five (25) percent of students from grades 8, 9, and 10 were drawn through simple random sampling. Every 4<sup>th</sup> name as listed in the class records of students was a sample. Pedagogical procedures focus on four (4) components: providing opportunities for self-motivation, escalating scholastic capabilities, consideration of learners' and uniqueness, and shoring up affective development. The descriptive method of research was employed using checklists, observations, and interviews to gather data. Statistical treatment of data was confined to the frequency count, percentage distribution, mean weighted average, chi-square, and Pearson r.

### Significance of the Study

The study is expected to yield significant information that will enable teachers of Araling Panlipunan and higher school authorities to be more aware on students' interest towards Araling Panlipunan, their receptiveness of the prevailing learning environment in Araling Panlipunan, and students' receptiveness of the schemes teachers employ to enhance the instruction of the subject. Cognizant of the prevailing instructional strategies employed in the instruction of Araling Panlipunan, strengths and weaknesses are identified which may open the minds of the teachers and school authorities to map out plans either for reinforcement purposes of the teachers' strengths and remedial measures for weaknesses identified. Likewise, a knowledge of the students' receptiveness of teachers' pedagogical procedures will serve as vital information that may aid in the improvement of instruction in Araling Panlipunan.

Findings of the study will serve as baseline information that will enhance the effective delivery of instruction and promote desirable behavior among students. Further, the results of the study will enable teachers of Araling Panlipunan to devise the ways and means where they can motivate their students toward a more favorable attitude toward the subject.

Schemes teachers employ in Araling Panlipunan, coupled with their receptiveness of the subject, redound to students' total growth in terms of emotional, social, physical, and intellectual growth.

### Definition of Terms

Major terms used in the study are hereby defined:

**Consideration of learners' uniqueness.** An instructional approach where the uniqueness of each learner – that include capabilities and competencies are taken into consideration in the provision of activities in Araling Panlipunan.

**Escalating scholastic capabilities.** An instructional approach where concentration is on the academic and intellectual growth of learners that include reasoning, judgment, problem-solving, and creative thinking.

**Interest.** The term refers to students' awareness, openness, and receptiveness for Araling Panlipunan.

**Providing opportunities for self-motivation.** An instructional approach where the focus is on the advancement of activities that encourages social interaction and the provision of opportunities to aid students for self-direction and self-motivation.

**Receptiveness.** The term refers to the awareness of circumstances and situations among students toward Araling Panlipunan as a subject and teachers' pedagogical procedures.

**Shoring up affective development.** An instructional approach where emphasis is focused on the affective domains inherent in man like satisfaction of needs teaching-learning milieu of the students, specifically, their class in Araling Panlipunan.

## 2. Research Methodology

This chapter of the study presents the methods of research to be used are presented, the participants, data gathering tools, together with their ratings, administration of checklist, procedure of analysis, and the statistical treatment of data.

### Research Design

The descriptive method of research was employed in this study. Checklist was the main tool to gather data. The techniques of interviews and observations were utilized to confirm and validate findings. Some authorities in research describe it to be “fact-finding” or “information gathering” with analytical

interpretations. The descriptive method is concerned with conditions or relationships that exist; practices that prevail; beliefs and processes that are going on; effects that are being felt or trends that are developing. Descriptive method involves determining information about variable rather than individuals. Testing hypotheses is a characteristic of descriptive studies (Best, 2011).

**The Participants**

The participants were students of Bunsuran National High School, Pandi, Division of Bulacan during the school year 2017-2018. Twenty-five (25) percent of students from grades 8, 9, and 10 were drawn through simple random sampling. Every 5<sup>th</sup> name as listed in the records of class advisers was a sample.

**Distribution and Profile of Respondents**

Level	Males		Females		Total	
	N	n	N	n	N	N
Grade 8	341	68	346	69	687	137
Grade 9	312	62	327	65	639	127
Grade 10	308	62	263	53	567	115
Total	961	<b>192</b>	936	<b>187</b>	1893	<b>379</b>

Age Distribution			Academic Learning Performance		
	F	%		f	%
12 yrs old	15	3.95	77-75	35	9.23
13 yrs old	90	23.74	78-80	49	12.95
14 yrs old	99	26.12	81-83	94	24.80
15 yrs old	83	21.89	84-86	89	23.48
16 yrs old	64	16.88	87-89	68	17.94
17 yrs old	28	7.38	90-above	44	11.60
<b>Total</b>	<b>379</b>	<b>100.00</b>	<b>Total</b>	<b>379</b>	<b>100.00</b>
<b>Mean</b>	<b>14.7</b>		<b>Mean</b>	<b>83.69</b>	

**Data Gathering Tools**

**Interest Checklist.** The instrument was constructed by the researcher with the assistance of her adviser. Items were based on earlier interviews and survey undertaken with fellow teachers handling Araling Panlipunan. Other items were based from the researcher’s reading of professional materials related to the subject. Items with 30 percent listing were considered. Respondents are offered six options for a response: 6- strongly agree; 5- agree; 4- slightly agree; 3-slightly agree; 2- disagree; and, 1- totally

disagree. Verbal rating of statements will be based on the following arbitrary numerical guide: 5.16 – 6.0 (strongly agree); 4.32 – 5.14 (agree); 3.49 – 4.31 (slightly agree); 2.66 – 3.48 (slightly disagree); 1.83 – 2.65 (disagree); and 1.0 – 1.82 (strongly disagree).

**Pedagogical Procedures Checklist.** The checklist consisted of items to determine the degree and frequency of teachers' use of pedagogical procedures and strategies from students' receptiveness. The checklist was adapted from the checklist adopted from Joshua (2000). The checklist consisted of four (4) parts: Part I consisted of items to draw the strategies of the teachers to meet learners' uniqueness; Part II consisted of items to determine what strategies teachers employ to enhance emotional growth; Part III consisted of items to evaluate what teachers employ as strategies toward students' socializing skills; and Part IV consisted of statements to assess the strategies employed by the teachers to strengthen scholastic capabilities. Five (5) options are offered to the students to select for a response which are the following: 5 – always; 4 – often; 3 – sometimes; 2 – rarely; and 1 – never. To arrive at a verbal rating of each statement, the following arbitrary guide was followed: 4.3 – 5.0 (always); 3.5 – 4.2 (often); 2.7 – 3.4 (sometimes); 1.9 – 2.6 (rarely); and, 1.0 – 1.8 (almost never).

### **Reliability of the Instruments**

Reliability of the checklists were subjected to a test-retest to 50 students (25 males; 25 females) who were not respondents in the final survey. The interval of the administration of the present-post-test was one month where the scores obtained in the first administration were compared with the scores obtained in the second administration. The Pearson Moment of Coefficient Correlation was the statistical tool used. The observed reliability indices of .79 was derived for the interest checklist; and, .74 was obtained for the pedagogical procedures. Obtained reliability indices were indicators of the validity content of the three data-gathering tools.

### **Administration of Data Gathering Tools**

Permission from the School Division Superintendent, coursed through the principal, was requested to allow researcher to administer personally the checklists to the respondents. The assistance of fellow teachers in Araling Panlipunan was requested in the administration of instruments. The instruments were personally administered by the researcher to the respondents during their free time. The purpose of the study was explained to the respondents for them to better understand the objective of the research work. Respondents were motivated to ask questions to items in the scaled checklist which were uncertain to them.

### **Process Analysis**

The frequency count, percentage distribution, and mean weighted average were employed to arrive at a verbal rating each of the items in the Likert-scaled checklist.

Kendall's tau-b was utilized to test the hypothesis: "Students across gender do not differ in their receptiveness of teacher's pedagogical procedure". The Pearson Product Moment of Coefficient Correlation was used to test the hypothesis: "Students' valuation of the significance and value of Araling Panlipunan as a subject and their receptiveness of pedagogical procedures are not related". "No relationship exists between students' interest towards Araling Panlipunan and in their receptiveness of teachers' pedagogical procedures on Araling Panlipunan".

## **3. Presentation, Analysis, and Interpretation of Data**

This chapter presents the analysis and interpretation of data as regards students' interest towards Araling Panlipunan arising from the learning environment and teachers' pedagogical procedures.

**1. Students’ receptiveness of the value of Araling Panlipunan as a subject**

Table 1 presents the degree of students’ receptiveness of the value of Araling Panlipunan as a subject

**Table 1. Degree of students’ receptiveness of Araling Panlipunan as a subject.**

Limits	Degree	f	%	cum %
15-29	very unfavorable	0	0.00	0.00
30-44	unfavorable	0	0.00	0.00
45-60	moderate	124	50.39	32.71
61-75	*favorable	191	16.90	83.10
76-90	very favorable	64	100.00	100.00
Total		379		

Majority of the students, 191 or 50.39 percent, are favorable in their receptiveness of Araling Panlipunan as a subject has its advantages which the students perceive they can benefit from. Optimistic are the students of the usefulness of Araling Panlipunan. It is noteworthy to observe that students value much the activities their teachers introduce in their Araling Panlipunan classes. This is a reflection of how conceivable and reasonable the endeavors are undertaken by the students.

Table 2 presents the obtained weighted means and the verbal rating of item-statements relative to students’ receptiveness of the value of Araling Panlipunan as a subject.

The students totally agree that their knowledge of Araling Panlipunan will help them better understand societal issues and concerns and they like Araling Panlipunan because they know how useful it is.

**Table 2. Obtained weighted means and the verbal rating of item-statements relative to students’ receptiveness of the significance of Araling Panlipunan as a subject.**

Value of Araling Panlipunan	WM	Verbal Rating
Knowledge of Araling Panlipunan will help them better understand societal issues and concerns.	5.31	totally agree
They like Araling Panlipunan because they know how useful it is.	5.24	totally agree
They will need Araling Panlipunan for their future work and life.	4.97	agree
Araling Panlipunan is a subject they prefer most in school.	4.02	slightly agree
They expect to have little use for Araling Panlipunan when they go out of school.	2.65	disagree
Learning Araling Panlipunan is a waste of time.	1.56	totally disagree
Araling Panlipunan is important in whatever job they will have in the future.	4.84	agree
They can make use of Araling Panlipunan in many ways.	4.93	agree
They are not interested in Araling Panlipunan as a subject.	2.19	disagree
Araling Panlipunan as a subject has relevance to everyday living of the students.	5.1	agree
They are students who will do well in Araling Panlipunan.	4.23	slightly agree
The students feel the success in their class in Araling Panlipunan.	4.39	agree

They feel secure about their understanding of Araling Panlipunan.	4.77	agree
Even though they have been learning Araling Panlipunan for quite some time, the subject is still difficult for them.	3.74	slightly agree
They can handle other subjects well aside from Araling Panlipunan.	3.25	slightly disagree
<i>Legend: 5.16 - 6.00- totally agree; 4.32 - 5.14- agree; 3.49 - 4.31- slightly agree; 2.66 - 3.48- slightly disagree; 1.83 - 2.65- disagree; 1.0 - 1.82- totally agree.</i>		

The students agree that Araling Panlipunan as a subject has relevance to everyday living of the students; they feel secure about their understanding of Araling Panlipunan; they will need Araling Panlipunan for their future work and life; Araling Panlipunan is important in whatever job they will have in the future; they can make use of Araling Panlipunan in many ways; and they feel they are Success in their class in Araling Panlipunan.

Result Conveys the message of students' enthusiasm to learn new ideas and concepts, show their eagerness and interest to learn, and do their projects and assignments diligently.

Participants' responses project a healthy image among the students as they subscribe to what is required of the subject. Students take pleasure in the lessons presented by their teachers in Araling Panlipunan. Students recognize the value of their teachers in Araling Panlipunan in the manner they present the lessons.

The students are pleased with their activities in Araling Panlipunan; and feel satisfied with the way their classmates behave in class enthusiasm, vigor and fellowship predominate among students. There is apparently friendly intercourse, sociability, and affability among the students which promote learning. Listlessness and apathy among students are least expected with the fascination students have for their Araling Panlipunan subject Students' responses project a healthy image among the students as they subscribe to what is required of the subject. Listlessness and apathy among students is least in Araling Panlipunan with the fascination students have for their Araling Panlipunan as a subject. Students appreciate the teaching-learning processes in their Araling Panlipunan classes. The students are satisfied on the activities they encounter and, as a consequence, become more intense in their desires to achieve more.

Interviews with students disclosed the efforts their teachers make to elicit their interest and interest. Students claim that their teachers employ appropriate disciplinary measures to all students; use incentives and rewards for an activity well done; and can get the interest of all students including the low achievers. The students claimed that they enjoy their classes in Araling Panlipunan and relish lessons presented. The student's disclosure that their teachers interact with them is a manifestation of trust and confidence in one another. Relief and comfort for both teachers and students towards successful academic discourses is, thus, attainable. Learning becomes more profitable and worthy; teaching becomes ImOre rewarding and fulfilling.

## 2. Students' receptiveness of teachers' pedagogical procedures in Araling Panlipunan

### Consideration of learners' uniqueness

Table 3 presents the degree and frequency distribution of students' receptiveness relative to teachers' pedagogical procedures in Araling Panlipunan in terms of the consideration of learners' uniqueness.

**Table 3. Degree and frequency distribution of students’ receptiveness relative to teachers’ pedagogical procedures in Araling Panlipunan in terms of the consideration of learners’ uniqueness.**

Limits	Degree	f	%	Cum %
5-9	very low	0	0.00	0.00
10-14	Low	11	2.90	2.90
15-19	*moderate	190	50.13	53.03
20-24	High	98	25.85	78.88
25-30	very high	80	21.12	100.00
		379	100.00	

Majority of the students, 190 or 50-13 percent, are high in their receptiveness relative to their teachers’ pedagogical procedures in Araling Panlipunan in terms of recognizing individual needs suggests that the teachers exert considerable efforts to consider the uniqueness their students’ capabilities and competencies in the provision of activities in Araling Panlipunan. Teachers of Aralang Panlipunan are familiar with pedagogical procedures to adjust the learning situation to the individual needs of their students.

Table 4 presents the obtained weighted means and the verbal ratings of items-statements relative to students’ receptiveness of their teachers’ pedagogical procedures in Araling Panlipunan in terms of recognizing learners’ uniqueness.

**Table 4. Obtained weighted means and the verbal ratings of item-statements relative to students’ receptiveness of their teachers’ pedagogical procedures in Araling Panlipunan in terms of recognizing learners’ uniqueness.**

Consideration of Learners’ Uniqueness	WM	Verbal Rating
Teachers in Araling Panlipunan always provide team/group activities	4.61	always
Teachers give emphasis on leadership, group loyalty, and socialization	4.57	always
Teachers consider students’ interest as bases for the development of skills and competencies	4.41	often
Teachers help organize activities for the various clubs/organizations in school where students can make use of their potential skills	4.11	sometimes
Teachers have approaches to help slow performers	3.11	sometimes
<b>Overall Mean</b>	<b>4.16</b>	<b>often</b>
<i>Legend: 4.3 - 5.0 (always); 3.5 - 4.2 (often); 2.7 - 3.4 (sometimes); 1.9 - 2.6 (rarely); and, 1.0 - 1.8 (almost never)</i>		

The obtained Overall mean of 4. 16 suggests that teachers have considerations for learners’ uniqueness. The students disclosed that their teachers in Araling Panlipunan always provide team/group activities; always give emphasis is on leadership, group loyalty, and socialization; and teachers always give highly competitive activities to the students.

The students often observed their teachers that they help organize activities for the various clubs/organizations in school where students can make use of their potential and skills.

Sometimes the students sense their teachers to have approaches to help slow learners.



The students see their teachers as facilitators of learning who are fully cognizant of strategies to meet learners' uniqueness. Aware of learners' uniqueness the teachers will find it very comfortable to plan varied activities for their students with varying abilities Knowledge of what differences do exist among their students and of the causes of these differences is important.

The instruction of Araling Panlipunan becomes effective when teachers recognize individual differences resulting from differing degrees of experience, maturity, and growth. Instruction can be made more efficient with a minimum of effort and time through awareness of differences of learners' competence and skills.

Learners' uniqueness must be kept in mind by every teacher of Araling Panlipunan if the needs of individual students are to be met. Cognizant that physical and emotional differences must be met, as well as intellectual differences, the teachers of Araling Panlipunan become familiar with many pedagogical procedures to adjust the learning situation to the individual needs of their students. Likewise, the students can realize their educational growth and growth with a carefully planned and administered adjustment to varied learners' uniqueness.

It is important that teachers must always be aware of tremendous differences among their students; however, awareness of differences is not enough. Teachers must, if instruction must be successful, know the nature and extent of such differences.

**Provision of opportunities for affective development**

Table 5 presents the degree and frequency distribution of students' receptiveness relative to teachers' pedagogical procedures in Araling Panlipunan as regards provision of opportunities for affective development.

Majority of the students, 193 or 50.92 percent are high in their receptiveness of teachers' pedagogical procedures in Araling Panlipunan in terms of provision of opportunities for affective development.

**Table 5. Degree and frequency distribution of students' receptiveness relative to teachers' pedagogical procedures in Araling Panlipunan as regards provisions of opportunities for effective development.**

Limits	Degree	f	%	cum %
5-9	very low	7	1.84	1.84
10-14	Low	11	2.90	4.74
15-19	Moderate	69	18.20	22.94
20-24	*high	193	50.92	73.86
25-30	very high	99	26.14	100.00
<b>Total</b>		<b>379</b>	<b>100.00</b>	

The teachers are aware that students have needs which have to be satisfied. Very evident is the fact that the teachers endeavor to consider this in their pedagogical procedures.

Table 6 presents the obtained weighted means and the verbal ratings of item-statements relative to students' receptiveness of their teachers' pedagogical procedures in the provision opportunities for affective development.

**Table 6. Obtained weighted means and the verbal ratings of item-statements relative to students' receptiveness of their teachers' pedagogical procedures in Araling Panlipunan in terms of provisions of opportunities for affective development.**

Provisions of Opportunities for Affective Development	WM	Verbal Rating
Teachers exert efforts to satisfy the needs of students for excitement through the challenge and thrill of the activities they introduce.	4.01	often
Teachers encourage friendship among students fostered through socializing activities.	3.99	often
Teachers use different techniques in motivating students.	3.86	often
Teachers provide students a varied activities.	3.81	often
Teachers often establish definite procedures and regulations so that they know what are expected of them in Araling Panlipunan.	3.79	often
<b>Overall Mean</b>	<b>3.89</b>	<b>often</b>
Legend: 4.3 - 5.0 (always); 3.5 - 4.2 (often); 2.7 - 3.4 (sometimes); 1.9 - 2.6 (rarely); and, 1.0 - 1.8 (almost never)		

The students disclosed that their teachers often employ the following schemes: they exert efforts to satisfy the needs of students for excitement through the challenge and thrill of the activities they introduce; they often encourage friendship among students fostered through socializing activities; teachers often use different techniques in motivating students; teachers often provide students varied activities; and, teachers often establish definite procedures and regulations so that they know what are expected of them in Araling Panlipunan.

The importance of emotions in teaching and in learning cannot be ignored. Cognizant of strategies to enhance the affective development of students, the teachers assist favorably students toward their inner adjustments, feelings, and satisfaction. Affective development and emotional growth students in Araling Panlipunan activities cannot be escaped. Emotions enter into every activity of school life. It enters in the whole business of teaching and learning. Affective development and emotional growth are an essential element in the adjustment nature of life process. Emotional growth conditions the effectiveness and the amount of learning. Effective instruction of Araling Panlipunan must always take into consideration learners' emotional development. The enhancement of students' affective development undertaken by teachers of Araling Panlipunan is of great value in the teaching process. Successful and effective instruction that takes into account affective development among learners serves as motivators for more responsive learning. The strategies employed by teachers to enhance students' affective development aid students in the attainment of social virtues.

**Predilection for social interactions**

Table 7 presents the degree and frequency distribution of students' receptiveness relative to their teachers' pedagogical procedures in Araling Panlipunan in terms of predilection for social interactions.

**Table 7. Degree and frequency distribution of students' receptiveness relative to teachers' pedagogical procedures in Araling Panlipunan in terms of predilection for social interactions**

Limits	Degree	f	%	Cum %
5-9	very low	2	0.52	0.52
10-14	low	9	2.37	2.89

15-19	*moderate	40	10.55	13.44
20-24	high	197	51.97	85.41
25-30	very high	131	34.59	100.00
<b>Total</b>		<b>379</b>	<b>100.00</b>	

Majority of the students, 197 or 51.97 percent, are high in their receptiveness of teachers’ pedagogical procedures in Araling Panlipunan in terms predilection for social interactions. Finding implies that teachers employ schemes that focus on the advancement of activities that further encourage social interaction and the provision of opportunities for social interactions to aid students for self-direction and self-motivation.

Table 8 presents the obtained weighted means and the verbal ratings of item-statements relative to students’ receptiveness of their teachers’ pedagogical procedures in Araling Panlipunan in terms of predilection for interactions.

The obtained overall mean of 3.99 insinuates that teachers of Araling Panlipunan employ schemes employ that focus on the advancement of activities that further encourage social interaction and the provision of opportunities for social interactions.

**Table 8. Obtained weighted means and the verbal ratings of item-statements relative to students’ receptiveness of their teachers’ pedagogical procedures in Araling Panlipunan in terms of predilection for interactions.**

<i>Predilection for Interactions</i>	<b>WM</b>	<b>Verbal Rating</b>
Teachers encourage students to actively participate in school programs and activities.	4.11	often
Teachers are aware of the provision of opportunities for guidance in the selection of good leaders.	4.09	often
Teachers promote self-direction and self-motivation and encourage social interactions.	3.96	often
Teachers promote social graces.	3.91	often
Teachers introduce socializing activities to prevent snobbishness and prejudices found in small cliques or groups.	3.89	Often
<b>Overall Mean</b>	<b>3.99</b>	<b>often</b>
<i>Legend: 4.3 - 5.0 (always); 3.5 - 4.2 (often); 2.7 - 3.4 (sometimes); 1.9 - 2.6 (rarely); and, 1.0 - 1.8 (almost never)</i>		

The students disclosed that the following schemes are often used by the teachers of Araling Panlipunan, to wit: encouraging students to actively participate in school programs and activities; the provision of for guidance in the selection of good opportunities for leaders; and for self-direction and self-motivation; the encouragement of social interactions ; and, the introduction of socializing activities to prevent snobbishness and prejudices found in small cliques or groups.

It is noteworthy to observe that the teachers of Araling Panlipunan employ strategies toward the socializing skills of their students. School activities play a very crucial role in the socializing skills of learners as these facilitate the students’ social growth and growth. Socializing skills enhance students’ favorable adjustments, feelings of belonging, favorable self-esteem, aids in their adjustments, and develops self-confidence.

**Strengthening scholastic capabilities**

Table 9 presents the degree and frequency distribution of students' receptiveness relative to their teachers' pedagogical procedures in Araling Panlipunan in terms of escalating scholastic capabilities.

**Table 9. Degree and frequency distribution of students' receptiveness relative to teachers' pedagogical procedures in Araling Panlipunan in terms of escalating scholastic capabilities.**

Limits	Degree	f	%	Cum %
5-9	very low	2	0.52	0.52
10-14	low	12	3.16	3.21
15-19	*moderate	61	16.10	19.31
20-24	high	195	51.45	70.76
25-30	very high	109	29.74	100.00
Total		379	100.00	

Majority of students, 195 or 51.45 percent, are high in their receptiveness of teachers' pedagogical procedures in Araling Panlipunan in terms of enhancing scholastic capabilities. Result Suggests that the teachers of Araling Panlipunan employ schemes where concentration is on the academic and scholastic capabilities of learners that include reasoning, judgment, problem-solving, and creative thinking. Whatever strategies the teachers employ, the part which scholastic capabilities play, are very vital role in the growth of students.

Table 10 presents the obtained weighted means and the verbal ratings of item-statements relative to students' receptiveness of their teachers' pedagogical procedures in Araling Panlipunan in terms of enhancing scholastic capabilities.

The derived overall mean suggests that teachers have procedural processes that relate to escalating scholastic achievement. The students remarked that their teachers in Araling Panlipunan often employ the following Schemes: providing activities which require higher cognitive skills;

**Table 10. Obtained weighted means and the verbal ratings of item-statements relative to students' receptiveness of their teachers' pedagogical procedures in Araling Panlipunan in terms of enhancing scholastic capabilities.**

<i>Enhancing Scholastic Capabilities</i>	WM	Verbal Rating
Teachers provide activities which require higher cognitive skills and promote creative thinking.	3.99	often
Teachers consider varied capabilities and interests of students in the vresentation of subject matter.	3.84	often
Teachers are flexible in the choice of activities to suit the interest of students.	3.78	often
Teachers introduce activities that require some reasoning and judgement.	3.69	often
Teachers use problem-solving techniques for students to think specifically solutions to given situation.	3.57	often
<b>Overall Mean</b>	<b>3.77</b>	<b>often</b>
<i>Legend: 4.3 - 5.0 (always); 3.5 - 4.2 (often); 2.7 - 3.4 (sometimes); 1.9 - 2.6 (rarely); and, 1.0 - 1.8 (almost never)</i>		

Providing activities which promote creative thinking: considering varied capabilities and interests of students in the presentation of subject matter; suit the flexibility in the choice of activities to suit

interests of students; introducing activities that require some reasoning and judgment; and, using problem-solving techniques for students to think out specifically solutions to a given situation.

Teaching and learning processes are conditioned by the amount of stimulation exerted by teachers of Araling Panlipunan toward learners' scholastic capabilities. Whatever strategies the teachers employ, the part which scholastic capabilities play is a very vital role in the growth of students. Quality instruction in Araling Panlipunan is, thus, expected with the prevailing strategies employed by the teachers. Consequently, students are helping to adjust comfortably their thinking to new requirements and to be more adaptable to new problems and conditions of life.

**3. Whether students across gender and grade level differ in their interest towards Araling Panlipunan as a subject and in their receptiveness of teachers' pedagogical procedures.**

**Gender**

Table 11 presents the summary of computed F-ratios for the hypothesis "Students across gender do not differ in their receptiveness of Araling Panlipunan as a subject in their receptiveness of teachers' pedagogical procedures".

**Table 11. Summary of computed F-ratios for the hypothesis "Students across gender do not differ in their receptiveness of Araling Panlipunan as a subject in their receptiveness of teachers' pedagogical procedures".**

	<b>f-ratio</b>	<b>Sig</b>	<b>Decision</b>
Interest towards Araling Panlipunan	0.007	0.934	Accepted
Considerations of learners' uniqueness	0.527	0.468	Accepted
Provisions for affective development	1.932	0.165	Accepted
Stipulating for social efficacy	0.883	0.348	Accepted
Escalating scholastic capabilities	0.754	0.386	Accepted

The obtained f-ratios to determine whether male and female students differ in their interests towards Araling Panlipunan and their teachers' pedagogical procedures along the four measures disclosed no significant differences. This finding suggests that regardless of gender, the students are similar in their receptiveness of how important Araling Panlipunan is. Male and female students are comparable, likewise, in their receptiveness of their teachers' procedures in their instruction of Araling Panlipunan. Male and female do not differ in their interests towards the subject which gives the impression that students have favorable of the subject in terms of its importance, value, and consequences. Male and female students are enthusiastic attending their class in Araling Panlipunan because they know how useful the subject is. Both male and female students are one in their Conviction that they will need Araling Panlipunan for their future work and life; that they can make use of the subject in many ways, and that knowledge of Araling Panlipunan helps students better understand what goes on in society.

The hypothesis that students do not differ in their interest towards Araling Panlipun and in their receptiveness of teachers' pedagogical procedures was accepted.

**Grade Level**

Table 12 presents the summary of computed F-ratios for the hypothesis "students do not differ in their receptiveness of Araling Panlipunan as a subject and in their receptiveness of teachers' pedagogical procedures across teacher."

The obtained f-ratios to determine whether students across grade level differ in their interests towards Araling Panlipunan and in their receptiveness of their teachers' pedagogical procedures along the four

measures disclosed significant differences. The obtained mean scores of 92.00 for receptiveness of the subject; 62.22 for consideration of learners’ uniqueness; 27.00 for affective development; 44.17 for stipulations for social efficacy skills; and 27.00 for escalating scholastic capabilities disclosed that the grade 10 students tend to be more approbatory and positive in their receptiveness of Araling Panlipunan and tend to be more appreciative of the schemes employed by teachers.

**Table 12. Summary of computed F-ratios for the hypothesis “Students do not differ in their receptiveness of Araling Panlipunan as a subject in their receptiveness of teachers’ pedagogical procedures across teachers”.**

	<b>f-ratio</b>	<b>Sig</b>	<b>Decision</b>
Interest towards Araling Panlipunan	5.683	0.000	Rejected
Considerations of learners' uniqueness	4.175	0.001	Rejected
Provisions for affective development	6.992	0.000	Rejected
Stipulating for social efficacy	7.15	0.000	Rejected
Escalating scholastic capabilities	6.043	0.000	Rejected

This implies that students perceive teachers as possessing professional traits and attributes that elicit the interest and enthusiasm of students. The hypothesis that students do not differ in their interest towards Araling Panlipunan as a subject and in their receptiveness of teachers' pedagogical procedures was rejected.

**4. Relationship between students’ interest towards Araling Panlipunan as a subject and their receptiveness teachers' pedagogical procedures**

Table 13 presents the correlation coefficients between students' receptiveness of Araling Panlipunan and their receptiveness of teachers’ pedagogical procedures.

The obtained I-ratios: 343 [consideration of learners' uniqueness] ; .195 [provisions for affective development] 330 [stipulations for social efficacy]: and, 343 [escalating scholastic capabilities ] disclosed significant relationships between students’ receptiveness of Araling Panlipunan and the four measures of schemes.

**Table 13. Correlation coefficients between students' receptiveness of Araling Panlipunan and their receptiveness of teachers pedagogical procedures.**

	<b>r</b>	<b>Sig</b>	<b>Decision</b>
Consideration of learners uniqueness	.343**	0.000	Rejected
Provisions for affective development	.195**	0.000	Rejected
Stipulating for social efficacy	.330**	0.000	Rejected
Escalating scholastic capabilities	.343**	0.000	Rejected
<i>**Correlation is significant at the 0.01 level (2-Tailed)</i>			

Results hint that that the favorable receptiveness of students toward Araling Panlipunan as subject are associated with the students’ positive receptiveness of procedural procedures employed by the teachers. The more teachers of Araling Panlipunan exert efforts to consider the uniqueness of their students’ capabilities and competencies in the provision of activities in Araling Panlipunan the more approbatory the students will be in their receptiveness of Araling Panlipunan. Likewise, the more the teachers of Araling Panlipunan endeavor more intensely to develop students affectivity and to focus some learning activities where the students' needs are satisfied - the more the students will exert efforts to do well in Araling Panlipunan and the more the students will consider the subject having relevance to students'

everyday living. Added to this, the students will become more interested in their subject in Araling Panlipunan. Further, the more determined the teachers of Araling Panlipunan to up with pedagogical procedures that are geared toward students' social, emotional, and intellectual development- the more the students will consider that Araling Panlipunan is an interesting subject and will feel more self-assured as they can handle smoothly all lessons. This will also enable the students to develop a sense of security in their understanding of Araling Panlipunan.

The hypothesis that that there exist no significant relationships between students' interest towards Araling Panlipunan as subject and their receptiveness teachers' pedagogical procedures along the four measures was rejected.

How commendatory Araling Panlipunan is as a subject is dependent on the pedagogical procedures utilized by the teachers of Araling Panlipunan.

#### 4. Summary of Findings

This chapter presents the summary of findings, the conclusions drawn, and the recommendations offered.

Cognizant of students' interest and their receptiveness of teachers' pedagogical procedures in Araling Panlipunan are essentials to discern strengths and weaknesses. Data and information will serve as vital information that may aid in the improvement of Araling Panlipunan instruction. Equipped with some valuable information about students, teachers are afforded the opportunity to closely monitor the performance of their students and the quality of the teaching-learning processes involved. Thus, the researcher explored students' interest and their receptiveness pedagogical procedures. The participants were students of Bunsuran National High School, Pandi, Division of Bulacan during the school year 2017-2018. Twenty-five [25] percent of students from grades 8, 9, and 10 were drawn through simple random sampling. Every 4th name as listed in the class records of students Was a sample. Pedagogical procedures focus On four (4) Components: providing opportunities for self-motivation, escalating scholastic capabilities, consideration of learners' uniqueness, and shoring up affective development. Two null hypotheses were tested for their significance at the .05 level: [1) Students across gender and grade level do not differ in their interest towards Araling Panlipunan as a subject and their receptiveness of pedagogical procedures and [2] No relationship exist between students interest towards Araling Panlipunan and their receptiveness of teachers" pedagogical procedures" The descriptive method Of research was employed using checklists, observations, and interviews to gather data. Statistical treatment of data was confined to the frequency count, percentage distribution, mean weighted average, Kendall's tau-b, and Pearson r.

#### Summary of Findings

The summary of findings is as follows:

##### 1. Students' receptiveness of the value of Araling Panlipunan as a subject

- Majority of the students, 191 or 50.39 percent, are favorable in their receptiveness of Araling Panlipunan as a subject.
- The students totally agree that their knowledge of Araling Panlipunan will help them better understand societal issues and concerns and they like Araling Panlipunan because they know how useful it is.

The students agree that Araling Panlipunan as a subject has relevance to everyday living of the students: they feel Secure about their understanding of Araling Panlipunan; they will need Araling Panlipunan for their future work and life; Araling Panlipunan is important in whatever job they will have in the future; they can make use of Araling Panlipunan in many ways; and, they feel they are a success in their class in Araling Panlipunan.

## **2. Students' receptiveness of teachers' pedagogical procedures in Araling Panlipunan consideration of learners' uniqueness**

- Majority of the students, 190 or 50.13 percent, are high in their receptiveness relative to their teachers' pedagogical procedures in Araling Panlipunan in terms of recognizing individual needs.
- Teachers exert considerable efforts to consider the uniqueness of their students' capabilities and competencies in the provision of activities in Araling Panlipunan.
- Teachers of Araling Panlipunan are familiar with pedagogical procedures to adjust the learning situation to the individual needs of their students.
- The obtained overall mean of 4.16 suggests that teachers have considerations for learners' uniqueness.
- The students disclosed that their teachers in Araling Panlipunan always provide team/group activities; always give emphasis on leadership, group loyalty, and socialization; and teachers always give highly competitive activities to the students.
- The students often observed their teachers that they help organize activities for the various clubs /organizations in school where students can make use of their potential and skills.
- Sometimes the students sense their teachers to have approaches to help slow learners.

### **Provision of opportunities for affective development**

- Majority of the students, 193 or 50.92 percent, are high in their receptiveness of teachers' pedagogical procedures in Araling Panlipunan in terms of provision of opportunities for affective development.
- Teachers are aware that students have needs which have to be satisfied. Very evident is the fact that the teachers endeavor to consider this in their pedagogical procedures.
- The students disclosed that their teachers often employ the following schemes: they exert efforts to satisfy the needs of students for excitement through the challenge and thrill of the activities they introduce; they often encourage friendship among students fostered through socializing activities; teachers often use different techniques in motivating students; teachers often provide students varied activities; and, teachers often establish de finite procedures and regulations so that they know what are expected of them in Araling Panlipunan.

### **Predilection for social interactions**

- Majority of the students, 197 or 51.97 percent, are high in their receptiveness teachers' pedagogical procedures in Araling Panlipunan in terms of predilection for social interactions.
- Teachers employ schemes that focus on the advancement of activities that further encourage social interaction and the provision of opportunities for social interactions to aid students for self-direction and self-motivation.
- The students disclosed that the following schemes are often used by the teachers of Araling Panlipunan, to wit: encouraging students to actively participate in school programs and activities; the provision of opportunities for guidance in the selection of good leaders; and for self-direction and



self-motivation; the encouragement of social interactions; and, the introduction of socializing activities to prevent snobbishness and prejudices found in small cliques or groups.

### **Strengthening scholastic capabilities**

- Majority of the students, 195 or 51,45 per cent, are high in their receptiveness of teachers' pedagogical procedures in Araling Panlipunan in terms of enhancing scholastic capabilities.
- Teachers of Araling Panlipunan employ schemes where concentration is on the academic and scholastic capabilities of learners that include reasoning, judgment, problem-solving, and creative thinking.
- The students remarked that their teachers in Araling Panlipunan often employ the following schemes: providing activities which require higher cognitive skills; providing activities which promote creative thinking; considering varied capabilities and interests of students in the presentation of subject matter; flexibility in the choice of activities to suit the interests of students; introducing activities that require some reasoning and judgment and, using problem-solving techniques for students to think out specifically solutions to a given situation.

### **3. Whether students across gender and grade level differ in their values towards Araling Panlipunan as a subject and in their receptiveness teachers' pedagogical procedures**

#### **Gender**

- The obtained f-ratios to determine whether male and female students differ in their values towards Araling Panlipunan and their teachers' pedagogical procedures along the four measures disclosed no significant differences.
- Regardless of gender, the students are similar in their receptiveness of how important Araling Panlipunan is. Male and female students are comparable, likewise, in their receptiveness of procedures in their instruction of Araling Panlipunan.
- Male and female do not differ in their interests towards the subject which gives the impression that students have favorable of the subject in terms of its importance, value, and consequences Male and female students are enthusiastic attending their class in Araling Panlipunan because they know how useful the subject is.
- Both male and female students are one in their conviction that they will need Araling Panlipunan for their future work and life; that they can make use of the subject in many ways, and that knowledge of Araling Panlipunan helps students better understand what goes on in society.
- The hypothesis that students do not differ in their interest towards Araling Panlipunan and in their receptiveness of teachers' pedagogical procedures was accepted.

#### **Grade Level**

- The obtained f-ratios to determine whether students across grade level differ in their interests towards Araling Panlipunan and in their receptiveness of the of teachers' pedagogical procedures along the four measures disclosed significant differences.
- The obtained mean scores of 92.00 for receptiveness the subject; 62.22 for consideration of learners' uniqueness; 27.00 for affective development; 44.17 for stipulations for social efficacy skills; and, 27.00 for escalating scholastic capabilities disclosed that the grade 10 students tend to be more approbatory and positive in their receptiveness Araling Panlipunan and tend to be more appreciative of the schemes employed by teachers.

- The hypothesis is that students do not differ in their interest towards Araling Panlipunan as a subject and in their receptiveness of teachers' pedagogical procedures was rejected.

#### **4. Relationship between students' valuations of the significance and value Araling Panlipunan as a subject and their receptiveness of teachers' pedagogical procedures**

- The obtained r-ratios: .343 [consideration of learners' uniqueness]; -.195 [provisions for affective development]; .330 [stipulations for social efficacy]; and .343 [escalating scholastic capabilities] disclosed significant relationships between students' receptiveness of Araling Panlipunan and the four measures of schemes.
- Favorable receptiveness of students toward Araling Panlipunan as subject are associated with the students' positive receptiveness of procedural procedures employed by the teachers.
- The more teachers of Araling Panlipunan exert efforts to consider the uniqueness of their students capabilities and competencies in the provision of activities in Araling Panlipunan the more approbatory the students will be in their receptiveness of Araling Panlipunan.
- The more the teachers of Araling Panlipunan endeavor more intensely to develop students' affectivity and to focus some learning activities where the students' needs are satisfied- the more the students will exert efforts to do well in Araling Panlipunan and the more the students will consider the subject as having relevance to students' everyday living.
- The more determined the teachers Araling Panlipunan to come up with pedagogical procedures that are geared toward students' social, emotional, and intellectual development - the more the students will consider that Araling Panlipunan is an interesting subject and students will feel more self-assured as they can handle smoothly all lessons. This will also enable the students to develop a sense of security in their understanding of Araling Panlipunan.
- The hypothesis that there exist no significant relationships between students' interest towards Araling Panlipunan as subject and their receptiveness of teachers' pedagogical procedures along the four measures was rejected.
- How commendatory Araling Panlipunan is as a subject is dependent on the pedagogical procedures utilized by the teachers of Araling Panlipunan.

#### **5. Conclusions and Recommendations**

Based on the findings, the following conclusions were drawn:

1. Majority of the students are high in their valuations as regards the significance and value of Araling Panlipunan as a subject.
2. Majority of the students are high in their receptiveness of their pedagogical procedures in terms of recognizing learners' uniqueness, and in enhancing emotional, social, and scholastic capabilities.
3. Students across gender do not differ in their receptiveness of Araling Panlipunan and in their receptiveness of pedagogical procedures and performance; however, students across grade level differ in their receptiveness of Araling Panlipunan and in their receptiveness of pedagogical procedures.
4. There exist significant relationship between students interests in Araling Panlipunan and their receptiveness of teachers' pedagogical procedures along the four measures.

### Recommendations

Based on the findings and the conclusions the following recommendations were offered:

1. Teachers of Araling Panlipunan should consistently Convey and impart to students the importance and value; thus, students are motivated to achieve and success in school in Araling Panlipunan is ensured.
2. The teachers Araling Panlipunan should always be aware of their instructional schemes and other teaching methodologies to maintain and sustain students' enthusiasm in the subject.
3. The teachers Araling Panlipunan should endeavor to preeminently core with other pedagogical procedures like role playing and asking students their observations of successful individuals in the field that will serve as role models.
4. The teachers Of Araling Panlipunan should conduct action research work that will focus on the problems and Concerns of low performers in their subject.

### References

1. Albert A. R. [2006] , Education in Contemporary Setting, New York: Jossey-Bass.
2. Anderson, Carolyn S. [2006] The Search for School Climate: A Review of the Research. Review of Educational Research, 52 [3], 368-420.
3. Anderson, Robert M. Students Receptiveness: Urgencies for Effective Instruction, Journal of Educational Psychology, Vol. 1, No. 8 October.
4. Arlington, Ernest T. [2006]. Enhancing Teaching-Learning Process Journal of Education, February.
5. Aronson, Elliot; Wilson, Timothy D; Akert, Robin M [2009]. Social Psychology [Seventh Edition]. New Jersey; Prentice Hall.
6. Ashworth, John V. [2004], Essentials of effective Teaching, San Francisco: Jossey-Bass.
7. Ayer, John F. [2006], Building the Knowledge Base of Teaching, San Francisco: Jossey-Bass.
8. Benjamin, W. J. Jane and White, Kinard [2000], The Growth and Validation of a Measure for Students' Receptiveness, Educational and Psychological Measurement, Vol. 69.
9. Best, John N. and Khan, James [2011], Research in Education, 7<sup>th</sup> Ed., Singapore: Simon and Schuster.
10. Burns, Ernest, [2008], Giving Dignity to the Teaching Profession, San Francisco: Jossey-Bass.
11. Catrosanto, Cely M. [2006]. Variables Related to Teaching Performance: Basis for a Proposed Training Program, unpublished Master's Thesis, NVSPC, Bambang, Nueva Ecija
12. Cocy, B. & Ling, V., [2000]. Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy and Well-being. Harvard Educational Review, Vol. 76, No.2, Summer, pg 201-237.
13. Coleman, R. F., Haggerty, K. P., Oesterie, S., Fleming, C. B. & Hawkins, JD. [2004]. The Importance of Bonding to Schools for Healthy Growth American Educational Research Journal. , 18, 111-118
14. Cornbleth, Kenneth T., [2000]. Psychology of Teaching and Individual Differences, San Francisco: Jossey-Bass.
15. Cowel, Charles C. [2008]. Philosophy and Principles in the Humanities, Oxford, England: Araling Panlipunanrgamon Press.
16. Daryll, R. Neil, [2006]. Challenges of Education, New Jersey: McGraw-Hill Book Co..
17. David, Jonathan N. [2004]. Career Assurance, Journal of Career Psychology, Vol. 8

18. Davis, Elwood Craig, [2006]. *Philosophic Process in Teaching-Learning Scenarios*, Philadelphia: Lea & Febiger Press.
19. De Luna, Romana J. [2004], *Exploring Teachers Proficiencies and Students' Attitudes*, The Flame, Bohol Institute of Technology Graduate School Journal, Tagbilaran City.
20. Dillard, Courtney et al. [2004], *Impression Motivations Management and the Use of Procedures at the Carlton: Moral Standards and Dramaturgical Discipline*, *Communication Studies*, 51.
21. Dmitry, Nielsen N. [2008], *The Art of Teaching*, 3<sup>rd</sup> Ed., New York: Teachers College Press.
22. Donnerstein, M., [2003], *Exploring Students Motivational State to Enhance Instruction*, *Journal of Education Issues*, 42, July.
23. Finch, Albert M. [2000], *Awakening the Interest of Learners*, *Journal of Education Psychology*, Vol. 3, No. 1.
24. Finnan, C. & Anderson, L. [2003], *Powerful Learning Environments: The Critical Link Between School and Learning Cultures*. *Journal of Education for Students Placed at Risk*, [4], 391-418.
25. Frazer, Frank J. [2004], *An Opponent Process Theory of Job Satisfaction*, *Journal of Applied Psychology*, Volume LXIII, No. 5.
26. Freeman, C. S. [2000], *Scientific Attempts in Education: A Research Inquiry*, *Australian Journal of Research*, New South Wales, Vol. II, No. 10, October.
27. Gallaway, M. E. [2007], *Instructional Pedagogical Procedures*, New York: MacMillan.
28. Gerald, Henry U. [2007], *Attention and Self-Regulation: A Control-Theory Approach to Human Behavior*, New York: Springer-Verlag.
29. Grundy, William C., [2003] *Human Behavior*, New Jersey: Interlink.
30. Hass, John B. [2006], *Educational Theories and Applications*, London: Fisher.
31. [http://wiki.answers.com/Q/What are recommended teaching strategies#ixzz267YUdzdr](http://wiki.answers.com/Q/What_are_recommended_teaching_strategies#ixzz267YUdzdr)
32. <http://www.springerlink.com/content.ims.ode.state.oh.us>
33. Jackson, Diener C. [2002], *An Analysis of Learned Helplessness: Continuous Changes in Performance Strategy and Achievement Cognition Following Failure*, *Journal of Personality and Social Psychology*, Vol. 36, pp. 451-462.
34. Jimenez, Jonathan T. [2003], *Teacher Dynamism in the Learning*, *The Modern Teacher*, Vol. 8, No. 6, August.
35. Joshua, Ronald G. [2000], *Dynamics of Instructural Leadership*, New York: HarAraling Panlipunanr & Row.
36. Krynowsky, Bernie A. [2008], *Problems in Assessing Student Attitude in Science Education: A Partial Solution*, *Journal of Science Education*, Vol. 92, No. 4.
37. Leary, Mark R; Kowalski, Robin M. [2000], "Impression Management: A Literature Review and Two-Component Model". *Psychological Bulletin* 107 [1]: 34-47.doi:10.1037/0033-2909.107.1.34
38. Lanes, Robert M. [2002], *Research Analysis: Its Implication to Educational Processes*, Chicago: Allyn & Bacon. Co.
39. Norries, Elwood C. [2003], *Educational Ideas for Modern Society*, Quebec: TY Crowell Company.
40. Ornstein, John Meynard [2002], *Principles and Methods of Teaching*, San Francisco: Jossey-Bass Publishing Co. Inc.
41. Perezozki, Ernest C. [2003], *Commitment as a Modertator of the Goal Performance Relation: A Case for Clearer Construct Definition*, *Journal of Applied Psychology*, February.
42. Quincey, Theodore B. [2007], *Receptiveness and Learning*, New York: Academic Press.

43. Redfield, R. & Rosseau, E. [1999]. Effective Schoos: A Review. The School Journal, 83 [4], 427-452.
44. Samuel, Alexander [2002]. Teaching in the Elementary School, New York: The Ronald Press Co.
45. Sasson, Reza [2011], [[www.successconsciousness.com](http://www.successconsciousness.com)]
46. Scharft, Edward D. [2006], Participatory Research Agenda, R. and D. Journal, Vol. XXI, No. 12, January.
47. Schielfe, M & Csikzentmihalyi, W. S. Wlodkowski, Raymond & Ginsberg, Margery [2005], Continuity of Academic Intrinsic Motivation from Childhood Through Late Adolescence: A Longitudinal Study, Journal of Educational Psychology 2006, 93 [1]: 3-13.
48. Smith, Michael [2004], Career Expectations, Journal of Career Psychology, Vol. 11, No. 8.
49. Sommerset, Christian S. [2004], Essentials of Dynamic Instruction, New Jersey: Jossey-Bass.
50. Stevenson, C. & Carr, M [1993]. Effective Teaching Methods, New York: Merrill.
51. Terznike, Mikhaile V. [2005] [2000], Enhancing School Learning Activities, The Academician, Vol. 6 No. 9.
52. Thoresen, C. E. and Mahoney, M. J. [2004], Behavioral Self-Control, New York: Holt, Rinehart and Winston.
53. Timothy, Arnold F. [2002], Building Effective Learning Situations and Selecting Teaching Methods, New York: McMillan.
54. Tomlison, Hubert S, [1997]. Career Development, Journal for Career Studies, Vol. 11.
55. Wellington, Charles H. [2008]. Assessing and Evaluating of Students' Interests, The Educator, Vol. 7, No. 11, Spring.
56. Westmore, Lawrence C. [2006]. Utilizing Teachers' Multifarious Roles in Teaching-Learning Circumstances, British Journal of Educational Psychology, Summer.
57. Winston, Wendel M. [2000]. Instructional comAraling Panlipunantence: Its Influence on the Qualityof Learning, Journal of Educational Psychology, Vol. 11, No.8. Spring.
58. Winteler, A. [2006]. Interest and Achievement Motivation, Journal of Educational Psychology, Vol 18.
59. [www.itr8.com](http://www.itr8.com)World's Best Learning Software
60. [www.stanford.edu](http://www.stanford.edu).2010