Contemporary Teaching Strategies On Students’ Attitude, Academic Performance And Acquisition Of The 21st Century Skills

Gerald U. Pana, Gladys S. Escarlos

Abstract: The study aimed to determine the effectiveness of contemporary teaching strategies in developing students’ attitude, academic performance and level of acquisition of the 21st century learning skills among Grade 7 students of New Nongnongan National High School. The study is a mixture of descriptive and quasi experimental research design where Mean, Mean Percentage Scores, and Analysis of Covariance were used. Two intact classes were chosen as the sample and categorized using toss coin method. The contemporary teaching strategies (CTS) group was exposed to problem based learning, roundtable discussion and debate while the non-contemporary teaching strategies (NCTS) group was exposed to lecture, reporting, discussion and demonstration. A self-assessment behavioral checklist, teacher made pre-test and post-test exam and observational checklist were used. Results revealed that developments on the level of attitude towards learning Araling Panlipunan, academic performance and acquisition of 21st century skills were more evident on the CTS group compared to NCTS group. Furthermore, there was a significant difference on the level of attitude towards learning, level of academic performance, and level of acquisition of the 21st century skills between groups.

Index Terms: Contemporary Teaching Strategies, Students Attitude, Academic Performance, Acquisition of 21st Century Skills

1 INTRODUCTION
Social Studies has been noted as one of the important factors in Makabayan as an interdisciplinary subject that paves the way to the foundation of inculcating nationalism, patriotism and responsible citizenry among students. The new curriculum trend and a bundle of innovations lead to the massive changes in the Philippine Social Studies education pedagogy. The greater emphasis today is eyed towards the development of students attitude towards learning, academic performances, and acquisition of 21st century learning skills among Filipino learners. These three key factors are considered as essential ingredients on producing globally competitive students ready to answer the loud echoes of globalization. However, these three (3) key essential elements are also a source of problems found by teachers teaching Social Studies both in basic and higher education. For several years it has been noted that attitude towards learning in any discipline is very important thus it affects students’ performance. In a typical Araling Panlipunan class, students’ show a lack of interest, poor participation and lack of comprehension. In fact Rayos (2012) emphasizes that these are the factors that affect student academic performance. He even cited that academic performance among student in Araling Panlipunan is also a problem. Moreover, Escarlos, Tan, Bermillo, Magday, Capuyan, Ocio, and Palapar (2015) studied the performance of the 4th year students’ NAT in the two (2) Divisions of the Province Bukidnon and found out that those areas with low MPS are competencies of higher order thinking skills.

All of these factors depend upon the kind of teacher-student interaction where supervision and flexibility become necessary in order to bring about academic accomplishment in Social Studies. These statements showed us to the vital role of the teacher in the development of the students’ attitude, academic performance and acquisition of 21st-century learning skills. Instructional activities emphasize on lower order thinking which settles only on recalling factual information. Activities that developed higher order thinking skills were not given emphasis due to teaching competencies on the use of the strategies. With the type of the students in the school today it is observed that they are technologically influenced as well as they are mentally and physically active. Appropriate materials and strategies should be provided to address their learning needs otherwise it may conceal their learning interest and potential. With the problem on students negative attitude towards learning, low academic performance and low level of acquisition of the 21st century skills most especially in Araling Panlipunan, the researcher believes that by integrating contemporary teaching strategies students’ attitude towards learning, academic performance and acquisition of the 21st century skills will develop. Specifically, these needed skills in today’s generation is necessary to become globally competitive students. As educators, we are bound to answer these problems in order for us to cater the increasing needs of our students. If we continue to provide poor learners who failed to develop their attitude, poor in academic performance and unequipped with the 21st century skills we might fail to answer the demand of globally competitive learner which might affect the Philippines international standard most especially on educational capacity and human resources thus it is indeed vital and relevant to conduct this research.

2 REVIEW OF RELATED LITERATURE
2.1 On Contemporary Teaching Strategies
For several years, teaching strategies has been developed into simple way to a more complex where the focus shifted from the teachers as the source of knowledge to the students as the focus of learning. Moreover, in the new era of teaching pedagogy, teachers are challenge to uplift new methods and strategies that will answer the raising needs of the students.
Several teaching strategies where impeded on contemporary teaching strategies to name a few we have the Inquiry based strategies cooperative strategies, and activity based strategies of which are composed several sub categorized strategies. One strategy that falls under inquiry based strategy is the problem based learning. Fatade. A.., Mogari. D., and Arigbabu. A. (2013) investigated on the effect of Problem-based learning (PBL) on senior secondary school students' achievements in Mathematics and found that there were statistically significant differences in the mean post-test achievement scores between students exposed to PBL than those who were not. In another study of Akinolu and Tandogan (2006) determined that the implementation of problem-based active learning model had positively affected students' academic achievement and their attitudes towards the science course. It was also found that the application of problem-based active learning model affects students’ conceptual development positively and keeps their misconceptions at the lowest level. Another cooperative teaching strategy is Roundtable brainstorming. In 1939, a team led by advertising executive Alex Osborn coined the term brainstorm as means using the brain to storm a creative problem. This means that brainstorming is allowing the brain the think freely in a creative manner in order to solve a problem. A study conducted by Ghabanchi and Behrooznia (2014) investigated the impact of brainstorming as a pre-reading strategy on reading comprehension ability as well as critical thinking (CT) ability of learners. The study indicated that brainstorming strategies had a positive significant effect on both CT ability as well as reading comprehension ability of the participants. Moreover, Odoh (2013) showed that students taught using brainstorming strategy achieved significantly higher than those taught using lecture method. The last strategy that falls under contemporary teaching strategy is the activity based strategy. Furthermore, debates is a prominent strategy that falls under activity based teaching strategies that involves debates and mock trials. Kidd (2002) defined debate as a structured argument. Two sides speak alternately for and against a particular contention usually based on a topical issue. Zare and Othman (2013) found that using classroom debate as a teaching/learning approach brings many advantages to learners, which include promotion of critical thinking skills, mastering the course content and improving the speaking abilities.

2.2 On students Attitude

Attitude is the tendency to respond positively or negatively towards a certain idea, object, person, or situation. It is influenced by individual's choice of action, and responses to challenges, incentives, and rewards. Attitude can be either positive or negative. There were several researches were conducted to survey the current attitude of the students in learning Social Studies or Araling Panlipunan. One is the study of Ayaaba (2013) revealed that the college and secondary students had a positive attitude towards the teaching and learning of social studies. Ramachandran (2014) further elaborated that there is significant difference between boys” and girls’ attitude towards learning social studies. One factor of the attitude in learning the subject is the used of strategies as an intervention. This has been presented in the study of Peters (2015) used integration on developing the attitude of the students towards learning social studies. After such integration he found out that enthusiasm level of the students increased. As a result, the effectiveness of both the teaching and learning of the Social Studies curriculum was improved. Another study by Quain (2014) used problem based learning as intervention on increasing the attitude of the students towards learning social studies shows that no differences in students’ attitudes towards geography, preference for group work, and problem-solving efficacy after their experiencing a course taught with problem-based learning instruction from the attitudes that students expressed before the learning experience. Possible causes for the absent change in attitudes are explored and suggestions for future studies are provided. Likewise, Savage (2014) suggested that active involvement and teacher enthusiasm led to positive images of social studies by middle and high school students. While Anghelache (2013) cited several factors affecting students attitude such as students’ ways of thinking about learning, involvement, purpose, achievement as factors affecting their attitude.

2.3 On Students Academic Performance

Studies were conducted to determine the students’ academic performance in Social studies as well as to determine affecting factors that made significant impact in increasing the students’ Academic Performance in Social Studies. Several interventions were used to improve students’ academic performance in Social Studies. Several researches were done to find out more reliable and essential interventions on improving students’ academic performance. The following researches proved essential impact for several interventions integrated on developing students’ academic performance in Social studies. Factors affecting students’ academic performance in Social Studies has been presented in the study of Marione (2015) where he presented that non-availability of laboratory affected their teaching on Social Studies. It was also the opinion of the respondents that field trip were important to the teaching of Social Studies as well as importance of teaching aids in Social Studies. In addition, the claim of Okon and Archibong (2014) provided that students’ who perceived their teachers’ attitude as positive performs better than those who perceived their teachers’ attitude as negative. Students’ interest and teacher factors had also played important role on the students’ academic performance in Social Studies. This has been projected on the study of Ekpenyong (2015), which revealed that students’ interest in social studies significantly relate to their academic achievement in the subject. This research pointed the importance of the teacher as facilitator and the ultimate key that affects students’ academic performance. Fan (2016) also added that peer group influence on increasing students’ academic performance thus the finding instructs parents, guardians and caregivers to keep a close watch on the companies their children and wards keep as such surely impact significantly on the academic performances of the affected children. Okon and Archibong (2015) relate the academic performance of the students in Social Studies the type of school where they belong. Research finding shows that students in private secondary schools performed better in Social Studies than those in public schools. Factors affecting students’ academic performance in Social Studies does not only limit to students attitude, lack of equipment and absence of learning activities somehow it is affected by the teachers attitude towards teaching the subject. On another study conducted by Okon and Archibong (2014) it was revealed that teachers with positive attitude toward social studies, the students performed better than those who perceived the same teachers’ attitude as negative. The study of Udoukpong (2012)
revealed that students' academic performance in social studies summative evaluation differed significantly on the basis of their ratings of teachers' instructional practices and interpersonal relationships respectively. Another factor is the period of study habits that affects the academic performance of students in Social Studies. This was proven on the study of Ukpong and George (2013) where it revealed that academic performance of the long study time behavior of students were significantly different from that of their short study time counterparts.

2.4 On the Acquisition of the 21st Century Skills
According to the partnership for 21st century skills the 21st century skills are subdivided into four major categories and one of it is the learning skills also called as the innovative skills. This includes creative thinking skills, critical thinking skills, collaborative skills and communicative skills. They define these learning skills are essential in preparing students to a more and more complex life and work environment in the 21st century. Corpuz (2007) said that a creative thinker manifest the following: Awareness, Curiosity, Imagination, Fluency, Flexibility, Originality, Elaboration and Perseverance. She added that awareness is the ability to notice the attributes of things in environment to build knowledge base on the beginning of all other forms of creative thinking. Several researches were conducted to measure and developed creative thinking among students. Vijayaratnam (2009) found that adopting critical thinking tasks centered on cooperative learning strategies helps improve social relationships among team member students. Similarly, Sdouh (2013) found that there was a difference with statistical significance among the averages of the academic achievement as well as the skills of creative thinking of the two groups. Researches made mentioned on the possible interventions that can enhance and elevate creative thinking skills among students. One thing common among the researches, is the fact that acquiring creative thinking skills is essential among students in this contemporary era of global competition and education. Another sub category in learning skills is the critical thinking skills. Corpuz (2007) said that critical thinking includes verification, analysis and interpretation. Dyer (2014) shows the importance of developing critical thinking among students in the new era of teaching. They found out that instruction in critical thinking is becoming exceedingly important because it allows individuals to gain a more complex understanding of information they encounter and promotes good decision-making and problem-solving. Marina and Halpemb (2011) researched on the impact of using explicit instruction on developing critical thinking skills among students. Research shows that students receiving explicit instruction showed much larger gains than those in the imbedded instruction group. Corpuz (2007) stated that communication skills can be either verbal or non-verbal. Since words are the source of understanding through communication it is beneficial that the students has the ability to make use of the words meaningfully and applied it to communicate with each other. Sanaa (2013) investigate the development of the students' speaking skill through the use of communicative language teaching approach (CLT). The main problem underlying her work is that many students are unable to carry on a spontaneous communication using the target language. She identified that the problem is the traditional methods that are followed by many teachers to teach speaking skill which focus on teaching a set of grammatical rules. She further elaborated that teachers should use communicative language teaching approach. The study of Abdulla (2013) investigated ways of enhancing oral communication skills by using pair work activities with young learners in an English language classroom in the UAE. By conducting this study, she found that using these tasks is an effective strategy to follow in the EFL classroom, and it provides chances for students to learn the language in a meaningful way. The data shows that there are several advantages in using pair work to enhance young learners' oral communication skills.

3 Methodology
Descriptive research design was used in interpreting the students' attitude towards learning, academic performance and acquisition of the 21st century learning skills. On the other hand, quasi experimental design was employed to identify two groups of participants using the toss coined method. The CTS group was exposed to contemporary teaching strategies that includes problem based learning, round table brainstorming, and debate while the NCTS group was exposed to the non-contemporary teaching strategies which utilized the discussion, reporting, lecture and demonstration. The study was conducted at New Nongnongan National High School located at Don Carlos, Bukidnon. The participants of the study were Grade 7 students section Love and Hope of New Nongnongan National High School who are currently enrolled for the School Year 2016-2017. Grade 7 Love has a total of 38 students while Grade 7 Hope has a total of 38 students respectively. The researcher used three instruments in the study. The first instrument is a self-assessment behavioral checklist designed to measure the attitude of the students towards learning Araling Panlipunan. It is composed of statements that measured the students’ attitude on learning the subject with corresponding scale. The research instrument was field tested and has a Cronbach Alpha coefficient of .897. The second instrument is a pretest and posttest exam to measure the academic performance. The researcher adopted the Grade 8 Araling Panlipunan module of DepEd to covers all the necessary topics, however, there were items modified to fit the context of the study. The instrument was pilot tested and obtained a reliability coefficient of .756. To determine the level of proficiency, the researcher used the Department of Education memo # 73 series of 2012 as reference. The third instrument was an observational checklist with indicators of the 21st Century Learning Skill with a Cronbach alpha .818. It was divided into four major areas which were critical thinking skills, creative thinking skills, collaborative skills, communication skills and ICT skills with the following scale. A permissioned was from the Schools Division Superintendent. The approved permission was then presented to the school principal. A work plan was made by the researcher as guide in the conduct of the study. The researcher administered the pretest and posttest and the self-assessment behavioral checklist to both CTS and NCTS group before and after the implementation of the teaching strategies to determine the attitude and the academic performance of the participants. A daily observation for a week was done by the Araling Panlipunan teachers using the observational checklist to assess the level of acquisition of the students in the 21st century skills. The researcher employed the descriptive statistics such as average mean and percentage score in finding the attitude towards learning, academic performance
and level of acquisition of the 21st century learning skills of students before and after the integration of the teaching strategies. Further, Analysis of Covariance was used in finding any significant difference on the level of attitude towards learning, level of academic performance, and level of acquisition of the 21st century skills of between the CTS and NCTS group before and after the of the teaching strategies.

4 FINDINGS

Table 1. Level of attitude towards learning Araling Panlipunan of the two group before and after the use of traditional strategies.

<table>
<thead>
<tr>
<th></th>
<th>CTS Group</th>
<th>NCTS Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall Mean</td>
<td>Qualitative Interpretation</td>
</tr>
<tr>
<td>Before the use of the strategies</td>
<td>3.21</td>
<td>Moderately Positive</td>
</tr>
<tr>
<td>After the use of the strategies</td>
<td>3.70</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Legend:
- Scale: 1.00 - Strongly Disagree, 1.50 - Disagree, 2.00 - Undecided, 2.50 - Agree, 3.00 - Strongly Agree
- Descriptive Rating: Low, Moderate, High
- Qualitative Interpretation: Positive, Negative

Before the integration of the strategies, the attitude towards learning Araling Panlipunan of the students who belong to the CTS group was moderately positive with an overall average mean of 3.21. While NCTS group was still moderately positive constituted with an overall average mean of 3.70. On the other hand, after the integration of the strategies, the attitude towards learning Araling Panlipunan of the students who belong to the CTS group increased to positive with an overall average mean of 3.70 while NCTS group is remained moderately positive constituted with an overall average mean of 3.17.

Table 2. Academic Performance (Level of Proficiency) of the CTS and NCTS group before and after the use of teaching strategies.

<table>
<thead>
<tr>
<th>Group Interpretation</th>
<th>Average Mean</th>
<th>Mean Percentage Score</th>
<th>(Academic Performance)</th>
<th>Level of proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the Integration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTS Group</td>
<td>8.32</td>
<td>41.60</td>
<td>Beginning</td>
<td></td>
</tr>
<tr>
<td>NCTS Group</td>
<td>8.11</td>
<td>40.55</td>
<td>Beginning</td>
<td></td>
</tr>
<tr>
<td>After the Integration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTS Group</td>
<td>15.15</td>
<td>75.75</td>
<td>Developing</td>
<td></td>
</tr>
<tr>
<td>NCTS Group</td>
<td>8.58</td>
<td>42.90</td>
<td>Beginning</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Scale: 1.00 - Never, 1.50 - Rarely, 2.00 - Occasionally, 2.50 - Moderately, 3.00 - Frequently, 3.50 - Very Frequently
- Level of Proficiency: Low, Moderate, High

The level of academic performance of the students’ in the CTS group before the integration of the strategies was classified as beginning with mean percentage score of 41.60 on the other hand, NCTS group was still classified as beginning with mean percentage score of 40.55. After the integration of the strategies, the level of Academic Performance in Araling Panlipunan of the students in the CTS group changed from beginning to developing with the mean percentage score of 75.75 which was manifested by students who possessed the minimum required of fundamental knowledge and skills but need help on transferring this learning into authentic task while the level of academic performance of the students in the NCTS was still classified as beginning with the mean percentage score of 42.90.

Table 3. Level of acquisition of the 21st century learning skills of the CTS and NCTS group before and after the use of traditional and contemporary teaching strategies.

<table>
<thead>
<tr>
<th></th>
<th>CTS Group</th>
<th>NCTS Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall Qualitative Interpretation</td>
<td>Overall Mean</td>
</tr>
<tr>
<td>Before the use of the strategies</td>
<td></td>
<td>2.25</td>
</tr>
<tr>
<td>After the use of the strategies</td>
<td></td>
<td>2.14</td>
</tr>
</tbody>
</table>

Legend:
- Scale: 1.00 - Very Negative, 1.50 - Negative, 2.00 - Moderately Negative, 2.50 - Positive, 3.00 - Very Positive
- Level of Proficiency: Low, Moderate, High

Before the integration of the teaching strategies the level of acquisition of the 21st century learning skills of the both students in the CTS and NCTS group was low with an overall average mean of 2.30 and 2.00 respectively. On the other hand, after the integration of the teaching strategies the level of acquisition of the 21st century learning skills of the students in the CTS group was high with an overall average mean of 4.21 while NCTS group was still at the low level with a mean of 2.33. The researcher also find out that there was a significant difference on the level of attitude towards learning (P-value of .000), level of academic performance (P-value of .000) and level of Acquisition of the 21st century skills (P-value of .000), between the CTS and NCTS group before and after the use of the strategies.

5 CONCLUSION

Before the integration of the strategies, the attitude towards learning Araling Panlipunan of the both students who belong to the CTS and NCTS group, was moderately positive. On the other hand, after the integration of the strategies, the attitude
of the students who belong to the CTS group was positive with while NCTS group was still moderately positive. Furthermore, the level of academic performance of the students’ in both CTS and NCTS group before the integration of the strategies were all classified as beginning while after the integration of the strategies, the level of Academic Performance in Araling Panlipunan of the students in the CTS group was developing while NCTS was still classified as beginning. Moreover, before the integration of the teaching strategies students in both CTS and NCTS group had low level of acquisition of the 21st century learning skills. On the other hand, after the integration of the teaching strategies CTS group had high the level of acquisition of the 21st century learning skills while NCTS group had low level of acquisition. Lastly, the researcher fond out find out that there was a significant difference on the level of attitude towards learning, level of academic performance and level of acquisition of the 21st century skills between the CTS and NCTS group before and after the use of the strategies.

6 END SECTIONS

6.1 Acknowledgments
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