

# Role of Instructional Media Development System: It's Impact on the Academic Performance of the College Students of Selected Schools in ARMM Region and Basis for the Development of Instructional Media Center

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**Abstract:** This study aimed to determine the impact of the instructional media development system on the academic performance of the college students of selected schools in ARMM Region as basis for instructional media center. Specifically, this sought to answer five research questions. The first research question focused on the profile of the student-respondents in terms of age; gender; province; ethnicity; type of the high school graduated from; type of residence; occupation of parents; and college/university presently enrolled. The second research question dealt on the extent of instructional media development system as perceived by the student-respondents in terms of: instructional media as laboratory of learning; physical facilities and environment of instructional media and instructional media as part of school curriculum. The third research question concentrated on the academic performance of the college students of selected schools in ARMM Region in History subject. The fourth research question emphasized on the significant influence of the instructional media development system on the academic performance of the student-respondents of selected schools in ARMM Region. Finally, the last research question is on the significant difference in the instructional media development system as perceived by the student-respondents when the data is analyzed according to their profile. This study was guided by two null hypotheses tested at .05 levels of significance. The first hypothesis states that there is no significant influence of the instructional media development system on the academic performance of the student-respondents of selected schools in ARMM Region and the second hypothesis states that there is no significant difference in the instructional media development system as perceived by the student-respondents when the data is analyzed according to their profile. This study is essentially a descriptive-quantitative research design employing descriptive-survey method that aimed to determine the effect of the instructional media development system on the academic performance of the students in History subject. To obtain the needed data, the researcher employed the purposive random sampling method, using 50 students taking history subject in each college. The distribution of the sample was composed of 25 males and 25 females randomly chosen from the history classes. The samples of the study were the first-year college students who are taking history subject in the second semester of school year 2007 2008. 150 first year college students were included as the

population sample in the three provinces. 50 from Basilan State College, Isabela City, Basilan Province, 50 students from Sulu State College, Jolo, Sulu and 50 students from MSU-TCTO, Tawi-Tawi Province. The survey-questionnaire was used as the main instrument for the research. The researcher, however, is aware that the questionnaire tool of the investigation had inherent limitations. The value of this type of investigation largely depends on the sincerity, truthfulness, and objectivity of the respondents. It cannot be entirely free of bias; hence, interviews and observations were also utilized for verification. The survey questionnaire consisted of three parts. Part I of the questionnaire provides information on the students profile in terms of age, gender, province, ethnicity, residence, type of residence, type of school graduated, occupations of the parents and college /university presently enrolled. Part II gathered information on the extent of instructional media development system in terms of (a.) instructional media as learning laboratory; (b) physical facilities and environment of instructional media; (c) instructional media as part of school curriculum. The documentary analysis was also used to provide the data on the academic performance of the students in the History subject. Data were taken from the registrar office of the different schools. The statistical tools used in analyzing the data were encoding the frequencies in computer through Statistical Package for Social Science (SPSS) and converting these frequencies to obtain the weighted arithmetic mean was utilized to assess and explore the extent of the instructional media development system in terms of instructional media as laboratory of learning, instructional media as instructional materials and instructional media as part of school curriculum as perceived by the student respondents. Mean and Standard Deviation was used to identify the academic performance of the college students of selected schools in ARMM Region in History subject. One-Way ANOVA was employed to determine the difference in the extent of the instructional media development system as perceived by the student-respondents when they are grouped according to their profile such as province, ethnicity, occupation of parents and college/university where they enrolled. T-Test Independent/uncorrelated was employed to determine the difference in the extent of the instructional media development system as perceived by the student-respondents when they are grouped according to their profile such as gender, age, type of residence and type of high school. Multiple Regression

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Analysis was used to identify the influence on the instructional media development system on the academic performance in History subject of the student-respondents. Cronbach Alpha was used to obtain the high reliability coefficient of the research instrument. Most of the student-respondents belong to the first category with ages ranging below to 20 years and some to the second category with the age ranging from 21 years old and above. Most of them are male and they belong to Tausug. They were living in and outside citio (Capital Town/city) of Isabela, Jolo and Bongao. The respondents are equally selected from the three provinces. Equal number of students selected from Sulu State College, Basilan State College, and Mindanao State University-Tawi-Tawi College of Technology and Oceanography, and they graduated from Public High School whose parents are Government Employee. On the extent of the instructional media development system as perceived by the student-respondents indicates that instructional media as laboratory of learning is moderately extensive as perceived by the students respondent of the three provinces of ARMM region as well as on instructional media development system as part of school curriculum. However, in terms of physical facilities and environment of instructional media development system as assessed by the respondents manifested a great extent of its uses. The standard deviation of the grades in History subject of the freshmen students in college or university of the three provinces shows that the level of achievements are approximately homogeneous, the achievement are closed to each other. The level of achievements in History of the college and university freshmen students in the three provinces is satisfactory. The instructional media development system does not influence on the academic performance of the college students in History subject. It is pointed out base from the results that the regression revealed none of the three (3) identified variables of instructional media development system influence the academic performance of the college students in history subject. Significant differences do not exist in the instructional media development system as perceived by the respondents when analyzed according to age, residence, type of high school graduated but in terms of respondents' gender the significant difference does exist using the T-test uncorrelated or independent. Analysis of Variance on the extent of the instructional media development system as perceived by the student-respondents when they are categorized according to their ethnicity, province and college/university presently enrolled found out to have significant differences while in terms of occupation of the respondents' parents, the significant difference does not exist among the variables tested in the study.

**Keywords:** A Modest instructional media center, The Media technology facilities, The National council for the Social Studies, The 100 – Point scale or percentage System.

## 1. Introduction

The use of machines led to mass production and high productivity. The use of technology ushered in large-scale industrialization. In effect, technology has become pervasive in these societies from these laboratories to manufacturing, then to mass communication, to commerce and industry, and eventually to education.

In view of this situation, educators have come to recognize that technology has brought about a new perspective in the school system throughout the world. Beyond instructional methodologies and curricular changes, a factor, which has become vital to the quality education, has been the thrust and direction in introducing educational technology in schools. In

our country, technology, particularly instructional media center, holds a great promise for quality education to the context of a developing country (Brown, 1972).

Thus far, educational technology may be considered to be still its maturing age in the Philippines. More amplifying on technology as an indicator of quality education, the credit due to media technology, also known as instructional media technology, is an accepted fact. It is now a common viewpoint that educational technologies are needed in the modern teaching and learning process. These must be welded in the curricular context and learning objectives of each lesson.

The supply of important instructional media resources such as maps, charts, globes, slides, films, filmstrips, disc recordings, transparencies, kits and the many forms of educational media is one of the responsibilities in supporting the curriculum and the instructional needs of the faculty. These instructional media resources are best in giving life like experiences to students and make topics more interesting and more concrete. Without the instructional media resources and facilities, teaching and learning will not be as effective as it should be. The instructional media center serves not only as repository of materials for personal, intellectual and research developments but also as a storehouse of variety of instructional media resources for educational purposes (Jerkins, 1995).

Therefore, it becomes imperative to look carefully into the administrative designs of the educational media managers in the different systems. The strength of the management process employed by the educational media manager becomes a springboard for determining what really makes for a successful administrative performance on planning and developing instructional media center.

Psychologists have come to agree that trial-success learning, conditioning, and insight are valuable as phases of the learning process if and when they are used appropriately. It is certain that all learning has to do with change going on within the organism. The achievement of worthy outcomes, whether these are the forming of connections or habits, changing behavior, or the developing of insight or understanding, is not dependent upon the realization of any one point of learning but upon the application of the principle that fit a specific learning situation.

From the different studies and theories formulated were developed general principles governing learning which are fundamental to teachers and teaching. Principles of learning are guides to the effective operation of a conception of learning. The oldest and most common method of studying the process of learning is through a study of the association of ideas, stimuli, and responses. Garcia (1976) emphasized that even the ancient Greek attempted to describe mental life in this fashion. Aristotle considered learning as an association of ideas following the laws of similarity, contrast, and contiguity. He believed that people learn and remember those things, which are alike, which are striking because of their differences and which occur together in space and time.

The importance of history in education is equal to the excellence of learning itself. History provided the subject for learning in all aspects of life be it spiritual, political, economical and social aspects. Garcia (1976) stressed that learning is a

process of growth and not apart from development. This principle is based on the philosophy of John Dewey that education is growth and on Gestalt's theory that learning is a process of development. Learning is one kind of growth which involves progressive improvement in behavior and which results from experience and maturation.

Today in the Province of Sulu, the Instructional Media Center is committed to progressive educational system that recognizes the overall needs of the student. They believe that no classroom instruction can sufficiently cover the score of knowledge needed by the student without the instructional media services. Evaluation is a continuous and built-in process in any instructional media services to make sure the services are contributing to the achievement of the goals of the library and its instructional media center.

This study would endeavor to determine the effect of the Instructional Media Development System on academic performance in History subject.

## 2. Theoretical Framework

This study is anchored on the theoretical perspective posited by Erickson on the concept that the instructional media program is viewed as an integral element of curriculum development and instruction. The aforementioned studies stressed the need and the importance of an effective planning for improving the instructional media services in libraries in order to support the academic needs with the relevant and new forms of instructional media and therefore should be evaluated entirely.

Moreover, according to Erickson instructional media resources must present a general indication of needs and priorities in the light of the institutional goal; must formulate specific parameters within which instructional media resources will be collected and must identify the breadth and depth of coverage to be achieved for each subject area. With this, he specified six codes to be used in measuring breadth and depth, namely: 1) out of school level; 2) minimal level; 3) basic information level; 4) instructional sport level; 5) research level; and 6) comprehensive level.

Furthermore, he stressed that knowing the relevance of incorporating educational media technology in the classroom instruction, the school can have evaluation of the instructional media program and set some directions in the area of technology in education. The school can ensure the effective use of media technology in the pursuit of quality education for it will make use of the questionnaire which is based on the assumption that fundamental elements of an educational media program will facilitate the improvement of instruction.

These fundamental instruments are assumed to be common to most educational media program:

- 1) Administration and teachers are committed to the proper use of educational technology.
- 2) Educational media are integral parts of curriculum and instruction.
- 3) Educational media technology is accessible to the faculty.
- 4) The physical facilities are conducive to proper use of educational media.

- 5) The media program is adequately financed.
- 6) The staff is adequate and qualified to provide the educational needs of all faculty members.

## 3. Conceptual Framework

This study aimed to determine the effect of Instructional Media Development System as basis for curriculum realignment.

The student-respondents of the different higher educational institutions in the province of Basilan, Sulu and Tawi-Tawi were involved in this study. Their responses were solicited to look into the extent of Instructional Media Development System in terms of: (1) Instructional Media as Laboratory of Learning; (2) instructional media as instructional materials; and (3) instructional media as part of school curriculum.

In addition, the differences in the extent the instructional media center development system as perceived by the student respondents when they are grouped according to their profile were also determined.

Most Importantly, the study determines the academic performance of the students in history subject and establish basis for the development of instructional media. Instructional media center provided extension programs of the library systems equipped with current issues of references in history subject and new phases of technological advancement.

### Statement of the Problem

This study aimed to determine the impact of the instructional media development system on the academic performance of the college students of selected schools in ARMM Region as basis for curriculum realignment.

Specifically, this sought to answer the following questions:

1. What is the profile of the student-respondents in terms of:
  - 1.1. age;
  - 1.2. gender;
  - 1.3. province;
  - 1.4. ethnicity;
  - 1.5. type of the high school graduated from;
  - 1.6. type of residence;
  - 1.7. occupation of parents;
  - 1.8. college/university presently enrolled?
2. What is the extent of instructional media development system as perceived by the student-respondents in terms of:
  - 2.1. Instructional Media as Laboratory of Learning;
  - 2.2. Physical Facilities and Environment of Instructional Media;
  - 2.3. Instructional Media as part of School Curriculum?
3. What is the academic performance of the college students of selected schools in ARMM Region in History subject?
4. Is there a significant influence of the instructional media development system on the academic performance of the student respondents of selected schools in ARMM Region?
5. Is there a significant difference in the instructional media development system as perceived by the student-respondents when the data is analyzed according to their profile?

#### 4. Hypotheses

Based on the defined problems of the study and the conceptual paradigm, researcher posited the following null hypotheses at .05 level of significant.

Ho1: There is no significant influence of the instructional media development system on the academic performance of the student respondents of selected schools in ARMM Region?

Ho2: There is no significant difference in the instructional media development system as perceived by the student-respondents when the data is analyzed according to their profile?

#### 5. Objectives of the Study

Based on the defined investigative problems, the researcher has the following objectives:

1. To determine the profile of the senior high school students in terms of gender, ethnicity, residence, age, type of the school, province and college/university presently enrolled.
2. To investigate the extent of instructional media development system as perceived by the student-respondents in terms of:
  - 2.1. Instructional Media as Laboratory of Learning;
  - 2.2. Instructional Media as Instructional Materials;
  - 2.3. Instructional Media as part of School Curriculum.
3. To determine the academic performance of the college students of selected schools in ARMM Region in History subject.
4. To study the influence of the instructional media development system on the academic performance of the student-respondents of selected schools in ARMM Region.
5. To identify the difference in the instructional media development system as perceived by the student-respondents when the data is analyzed according to their profile?

#### 6. Significance of the Study

The findings of this study were significant in the following reasons:

*The School Administrators:* They will be guided by the results of this study in budgetary decision and plans for the institutional development, which includes financial support for acquisition of instructional media resources and facilities needed by the academic community.

*The Teachers:* This study will lead the teachers to examine their own teaching techniques and their use of the media services and can elicit some suggestions from them who are the direct users of the Instructional Media Center on ways to improve the service. More than anything else, this will hopefully ensure commitment on their part to work closely with the media specialists in all their instructional needs.

*The Students:* They will enjoy an improved system of delivering instruction with the use of the educational media available at the instructional media resources center by teachers whose consciousness will hopefully be awakened by the study.

The Instructional Media Center. This study will afford the center valuable ways in terms of their administration, financial support, holding services, and physical facilities. The data gathered from this study may serve as basis in including the libraries in the forthcoming institutional.

#### 7. Review of Related Literature and Studies

##### A. Local Literature and Studies

Many studies have been evaluating the instructional media departments or centers of particulars schools in the country with emphasis on evaluating their organization, administration, and operations. One of these studies is that of Sister Mary Edna Manluna (1970). This focused on a single school, a catholic girls' school in Manila, St Paul College, She described the establishment and administration of the St. Paul's instructional media program.

Findings included the following: unsatisfactory functioning of the instructional media center, lack of space, inefficient technical support assistance, and the faculty's lack of skills handling the instructional media equipment or hardware. The researcher found though many positive aspects in the management of the center, namely: gaining familiarity with new media as well as the traditional materials that are found relevant to the curricular program.

Sister Edna recommended the purchase of more instructional materials to meet the increasing population, improvement of the physical facilities of the center of national, regional and local levels to assist private schools which are unable to cope with media needs.

The first basic assumption for a media program is a philosophy to guide the decision on establishing organizational and optional standards within the school, or college, or university setting. This was clearly stated by Lida M. Cochiran in a locally published work (July 1968). The publication outlined criteria for the feasibility of the program with due regard for the relevance of the program to the entire spectrum of instruction, organizational effectiveness, and service efficiency within the school or university. She also noted the need for giving adequately trained personnel, aside from unified supervision under administrative head. The author relayed the fact that the traditional concept has been to separate the library and instructional media program. But these organizational units have been separated out of the need for distinctive delivery.

Instructional Technology and Library mission are to support all learners through the effective use of technology and other media to enhance instruction and supporting teaching and learning through the appropriate integration of Instructional media technology.

Cochiran (1968) alludes to the possibilities of centralization. However, she merely speaks of unifying library and media services and not of centralization or unification of a wider organizational spectrum. Still, the point of view deserves due consideration inasmuch, as media are no longer separable into print and non-print. To prove this point, she mentioned the matter of electronics storage distribution of information. The original physical form of information does appear to melt down.

The integration of unification is reasonably a response to such problems of storing, transmitting, and distributing information in a unified or concerted way.

A modest instructional media center shows both a simple and a more complex organizational setup for an educational media center and its program.

In a simple setting, the principal or the head may directly supervise the IMC in a line-function scheme. An expanded version, however, suggests a media director / head immediately supervising the four services units: media laboratory, production services, technical information and instructional media operations. The publication gives guidelines for an effective staff organization with emphasis on giving services and assistance to the faculty and students. The main burdens of the publication; however remain to be the complementation of media and media units for the instructional needs of the schools which are members of the Philippine Universities Instructional Media Centers.

The Media Technology facilities include instructional media preview rooms and carrels, audio and video recording and production suites, a television production, and a photographic. Media Technology maintains a large inventory of media equipment that is available for classroom instruction, for student assignments, and for use by other members of the campus community. In addition, Media Technology has a collection of instructional media which includes videos, DVDs, and cassette tapes.

Silirio (1996) used reading comprehension as a predictor to the performance of fourth year high school students in major academic subjects. He found that all components of the reading comprehension skills are significantly related with the high school fourth year final grades. The total comprehension skill test score is directly related to the final grade in English. The reading comprehension skill test included the ability to arrange ideas in logical sequence and the ability to draw conclusions. Both are directly related and very significantly contributory to the learning process of the students in school.

Tan (1991) stressed that the poor performance of the NCEE achievers emphasized the need to improve the quality of general education at the secondary education level. There were indications that graduates of general high schools have better opportunities than that of vocational schools. This is probably because employers found that those with mathematical, scientific and communication abilities are more trainable than those deficient in these areas.

Santos (1974) indicates that the more mature the pupils, the higher the achievement and the better their study habits be performed. He added that the girls had better study techniques and habits to work than did the boys.

Dansalan (2005) citing Tubongbanua (1983) concluded from her study that reading comprehension plays an important role in student achievement. She said that ability to read determines academic success.

Gatino (1998) children from affluent families tend to perform better than students from less fortunate families. They have better living condition and are better exposed to books, videos, computers and other materials. However, children from

poor families are constrained to limited financial resources which means that they are the least exposed to learning materials, these plus the overcrowded housing conditions contribute to children's poor educational achievement.

Galvez (1984), student's performance is a product of multiple factors. The variables include province, ethnicity, occupation of parent, type of school and high school grade.

Villareal (1982) revealed the cause of study habits to be related to lack of abilities and to the following conditions: poor facilities in the house; lack of effort for self-improvement; plain laziness and idleness; home and school atmosphere have influenced the attitudes of the students toward school work, thus affecting their study habits.

Saratan (1983) stressed that the failure of teachers to give assignments adequately and consistently plus the teacher's poor attitudes contributed to slow development of positive study habit.

Mendez (1985) pointed out that if one is undernourished or anemic or if one goes to school without breakfast, or just eat very little in the morning he will not be able to do his schoolwork much effectively.

Acedo (1982) revealed that there are some causes of poor study methods which are due prevalence of attitude of evading work and of founding non-educational pleasures and students dislike to study.

De los Santos (1983) finds that study habits and academic performance are directly related to each other.

Sevilla (1990) finds that study habits are influenced by teacher's teaching strategies and motivations.

Sakili (1999) stressed that effective teaching is the basic factor of students' greater achievements. However, this argument is not absolute, for learning may exist in a person without others to teach him.

Varilla (1990) finds that habits are influenced by parental guidance and motivation. Parson (1982) studied the factor that most strongly affects the course-teaching plans and achievement of Junior High school students. It was found from the study that parents and teachers were instrumental in forming students correct study habits.

Simson (1971) as cited by Paterson, et al. (1983) suggested that the teacher's expectations, interaction with students, and feeling about students, affected student confidence in History.

Sakili (1999) stated that effectiveness in teaching is needed for students to attain maximum learning. Several theories have been formulated regarding effective teaching, which implies effective learning.

Estrella's (1982) stressed that apparent causes of poor study habits which resulted in poor achievement in school. Her finding revealed that cause of poor study habits of said college students to be related to lack of abilities and to the following conditions: Poor facilities in the house; Lack of efforts for self-improvement; Plain laziness and idleness; Lack of concentration due to day-dreaming; Inability to make useful notes; Emotionally maladjusted; Excessive worries; Inability to plan; Indifference to study; and Wrong choice of companions.

Santos (1974) indicates that the more mature the pupils, the higher the achievement and the better their study habits be

performed.

Reyes (1966) recommended that Teacher should teach the pupils how to study properly and effectively. The pupils must study the various methods suggested by his mentor and should be able to adopt what is most suitable to his needs and circumstances. Parents and teachers should help in encouraging and supervising pupils' reading in all grade levels. Placing emphasis on the proper use of the dictionary should enrich pupil's reading and speaking vocabulary. There should be more inducement for high academic grades in the form of prizes, awards, citations and scholarships.

Mendez (1965) stated you have no concentration when you seem to be reading a book for hours but learn nothing because your mind is wandering somewhere else. Besides, one needs determination or will power and interest to put one's attention on his work; and a good teacher helps to make a lesson more interesting.

Matro (1971) found out that majority of the pupils coming from low socio-economic status did a number of home chores, which appeared to be beyond the pupil's capacity to accomplish. Majority of the pupils had six kinds of home chores to do. They were running errand, taking care of babies, cleaning the house, washing dishes, fetching water and cooling food.

Whipple (1916) stated that studying is the method by which subject-matter is changed into ideas that shall be effective in the next life of the students and by which at the same time the intellectual capacities of students shall be drilled and trained.

Greeison (1953) wrote the failure to guide and direct study of students is the weak point in the entire educational set-up. It is defined that methods of study as the organization of activity and materials in study which is the same thing as in teaching.

Robinson (1961) emphasized that effective study depends much upon efficient techniques and if the study techniques are acquired, the learning of the student will be increased.

Teaching, however, provides partial learning on one hand and complete learning on the other hand. Sir Francis Bacon (1571-1635) was one who criticized the teachers of his day, saying that they offered nothing but words and that their schools were narrow in thought. He believed the use of inductive and empirical methods would bring the knowledge that would give man strength and make possible a reorganization of society, therefore, he demanded that schools should be scientific work places in the service of life and that they should put the exact sciences before logic and rhetoric. He further stressed that everything must follow the order and course of what may be called human nature; the lesson should be designed with psychological conditions. Everything should be taught first in the mother language. The mother language is the natural and practical language for a child and the one that allows him to concentrate wholly on the business at hand. Only when the mother language is fully commanded, the child attempts to use the foreign language.

Good and Brophy as cited by Nurjia (2006) states that the first step in improving teaching is to evaluate his current strengths and weaknesses... to improve teaching the teacher must decide what he wants to do and how to determine whether the plans were working.

Wolfgang Ratke (1985) emphasized the programmed learning. One piece of teaching should be fully completed before progress is made to the next piece and there should be constant repetition and practice. The teacher's methods and the textbooks program should agree and coincide. He emphasized further that there should be no compulsion in teaching. A teacher should not be a taskmaster. To strike a pupil was contrary to nature and did not help him to learn. A pupil should be brought to love his teacher not to hate him.

Moore (1998) as cited by Ameril (2007) categorized teaching skills into three distinct categories: pre-instructional, instructional and post instructional. Pre instructional skills are those needed by teacher to be effective planners. Instructional skills are consisting of the skills needed by the teacher to successfully implement planned lessons. The post instructional skills are the skills needed by the teacher to be effective evaluators.

Aquino and Garcia (1989) a raw score on a test has practically no significance without additional data for interpreting it. Even if the teacher transforms raw scores into percentile ranks, grade placement score or various norms they merely compare the performance of one pupil with that of others. Test score are only indexes of measurement and measurement in itself has no particular meaning. Marks or grades, on the other hand, are indexes of evaluation: they imply that value judgments have been made with the assistance of other criteria and in terms of some type of value, objective, goal, or standard.

*The 100-point scale or percentage system:* All grades of 70 or higher were considered to indicate satisfactory or passing work, a marks lower than 70 to indicate failure. In a typical classroom there would be grade reports for a particular subject with marks at almost any level and pupils would be differentiated by grades of 81, 82, 83, 84, etc. such a system implied a precision and refinement of evaluation not justified by available measurement instruments and techniques. The pass or fail system: variations are satisfactory or unsatisfactory, and plus or minus. This practice tends to have the opposite effect of the preceding one in that it implies that all students who receive a pass grade are alike in their abilities or achievement in whatever is being marked. This system has not been widely accepted and where it has been used many teachers have begun reporting P+, P, and P-, so that they actually re using a four-point system. The five-point system: said to be the marking system most frequently used, it is based on five points, with four marks indicating passing or satisfactory work and one mark indicating failure or unsatisfactory work. These points are usually given in letter grades from high to low (A, B, C, D, and F) or numbers (1, 2, 3, 4, 5) or in reverse order. Although some teachers use only the five categories, others use plus and minus signs to indicate performance slightly above or below a given mark (Aquino and Garcia, 1989).

Aquino and Garcia, 1989) citing Remmers, Gage and Rummel, the major shortcoming of grades or marks is that few of them are defined meaningfully. The same marks often mean different things to different teachers even in the same school system. They assert that in every school system it is important

that some definition be given for each mark to facilitate uniformity in understanding. The following definitions of grades are helpful, according to them, but these definitions are still questionable regarding what is meant by the goals stated in them, or the term achieved.

*A. Excellent.* This student is outstanding. He has achieved all the major and minor goals of the class. His level of achievement is considerably above the minimum required for doing more advanced work in the same field. Usually 5 to 10 percent of the pupils in a typical class receive this grade.

*B. Highly satisfactory.* The work of this student is generally better than average. He has achieved all the major goals and many of the minor goals of the class. His level is somewhat above the minimum required for doing advanced work in the same field. Usually about 20 to 30 percent of the pupils in a typical class receive this grade.

*C. Satisfactory.* The student's work is quite acceptable but not outstanding. He has achieved all the major goals, but not many of the minor goals. His level of achievement barely meets the minimum required for more advanced work in the same field, but he has no major handicaps to overcome. Usually about 35 to 40 percent of the students in a typical class receive this grade.

*D. Poor.* The work of this student is noticeably weak. His achieved only a few of the major goals of the class. His level of achievement is so limited that he is not prepared to work on a more advanced level in the same field without considerable remedial work and individual assistance. Usually about 20 to 30 percent of the pupils in atypical class receive this grade.

*F. Unsatisfactory.* This student doesn't meet the minimum requirements of the class. He has achieved none of the major goals. He has failed to accomplish the minimum essential for continued progress in the same field. Usually less than 5 percent of the pupils in a typical class receive this grade.

Laya (1985) said adequate facilities for education should be available to the increasing member of Filipinos. Some eleven to twelve million young people are in the school system at the present time. The government should ensure that there is a sufficient number of teachers, school rooms, books and equipment to come with task of preparing their number for life as adjusted and productive adults who will in this day help see the development of the country.

Franco (1985) found out that there is a marked deterioration of quality in terms of the student performance in a national and competitive examination. One of the quality indicators is the low achievement of Barangay Schools and depressed region. They ranked lowest in science, mathematics, English and social studies. He further recognized that social studies refer to courses or instruction in the social sciences at the elementary and secondary school levels. The social studies curriculum is continually under scrutiny for its relevance to the demands of modern life. The world is changing, as are the social disciplines, and curriculum must keep space. In detail description he poses that social studies often carry the same titles as the present social sciences. An exception is government or civics; these terms are widely used in the lower schools in place of political science. Civic courses have come to include, besides government and political citizenship, such topics as vocational

guidance, teenage problems, narcotics education, and world understanding.

It should also be marked by a focus on children as individual so that teacher-child relationship will be personalized as well as individualized (Michaelis, et. al., 1975).

Kintanan (1983) stressed that teachers and students are directly or indirectly influenced by their environments. The good school climate that is conducive to teaching and learning helps improve students learning effectiveness or achievements and the provision of adequate and useful instructional materials.

Tupas and Bernardino (1985) observed that in the community school, the pupil's experiences outside the school are regarded as supplementary and complementary to the curriculum. This means that the teacher and the school must take full account of the pupil's experiences in the home, neighborhood, community and with the help of the parents and outside agencies so direct such experiences that they would best promote the growth of children and the improvement of the conditions in which they live. It is clear that the social studies curriculum evolved because history and geography the two most traditional school offerings in the social areas no longer served adequately to explain man and his complex relationship in a speedily changing world with constantly broadening horizons.

In teaching social studies in secondary schools the following needs should be fulfilled: (1) More types of instructional media; (2) Increase facilities of such instructional media; (3) More school supplies; (4) Teachers should attend training and seminars in teaching social studies; (4) Provide conducive classroom environment; (4) The administrator and supervisor should from time to time encourage teachers and students to improve poor communication and comprehension.

Michaelis (1975) emphasizes further the needs for selecting instructional media. (1) The entire school and the areas within it should be viewed as an environment on laboratory for learning. The selection, arrangement, rearrangement and use of materials and equipment to promote learning are basic in the self-contained classroom, the open space school and other patterns of organization; (2) All instructional media should be viewed as resources to be used to attain the specific objective of instruction. Books, Filmstrips, Field trips, Data banks, and other media are data sources, which students can use in relation to question, problems, and programs of instruction; (3) Instructional media should be considered in terms of the level of concreteness or abstractness of experience that is appropriate for the pupils who are to use them (Dale, 1969). If direct firsthand experience is needed, then weaving, constructing, modeling and similar activities should be provided with the proper selection of related materials; (4) Instructional media should be selected in terms of criteria directly related to instructional planning; (5) Instructional media should be utilized in the context of a variety of teaching strategies; (6) Instructional media center should be available to teachers and students. They should provide workspaces, equipment, and materials for making needed materials as well as a variety of resources for immediate use. Both a large center that serves several schools and a center within each school have been found to be helpful in facilitating instruction, (7) The entire

neighborhood and community should be viewed as laboratory for learning.

Franco (1985) described the conditions of school environment and the state of instructional materials as follows: (1) Seventy-seven percent of the teachers surveyed described the physical facilities of their respective schools as poor and very poor. Others also complained of noise problems and lighting and ventilation as being poor. The teachers perceived these problems as affecting their flexibility to organize varied classroom activities and limiting their ability to improve control of student's behavior; (2) Absence and in adequacy of instructional equipment and office facilities of the two hundred schools surveyed shows that eighty percent reported that they have no copying machines which are instrumental for duplication of diagrams, charts, important pages of expensive books, etc. sixty five percent said they have no projector to allow the use for audio-visual instruction, no computer and mimeographing machine; (3) Inadequacy of library facilities barangay schools show the most inadequate stock of books, magazines reading materials and seating capacity; and (4) Need for more relevant and updated textbooks.

Scott, et. al. (1983) stressed that the most crucial elements in the learning environment are to be found in the day-to-day relationship in the classroom and other teaching-learning areas. All the facets of the instructional program are brought together as the teacher and children interact. It is in this interaction that the atmosphere for learning is most potent in its impact on children - an atmosphere that should be marked by mutual trust and respect, individual and group concern, security, affection, and belongingness.

Tupas and Bernardino (1985) said in order that the curriculum of the community school may become its effective instrument in carrying out its functions and objectives, the curriculum must be planned and developed in accordance with the peculiar nature of the community school, its setting, conditions and circumstances impinging upon it. They offer several principles governing the planning and development of the community school curriculum.

Tupas and Bernardino (1985) recommended the principles governing the planning and development of the community school curriculum as follows: (1) the primary function of the curriculum of the community school is to minister to the needs in the community; (2) the life of the community must be the point of departure in all teaching; (3) the curriculum of the community school should train the individual for carrying on increasing levels human relationship and group participation; (4) the curriculum must provide for the discovery and utilization to the greatest extent possible of the resources of the community; (5) the mores of the people of community, their habits and ways of living, their Interest, their idiosyncrasies, even their failings should be duly considered in selecting, developing and evaluating the knowledge, habits, and attitudes to be taught; (6) the characteristic of growth and development of Filipino children must be determined and used in grading and organizing the curriculum; (7) the curriculum should be organized on a more functional basis; (8) the local school people - teachers, principals, supervisors, and superintendent -

must be given increasing latitude and freedom in developing the curriculum; (9) in every phase of the curriculum and at every stage of its development, the ideals of democracy must be preserved; and (10) curriculum development should be a group enterprise in which many people make contribution.

Minority and low-income student achievement has been magnified greatly in light of the passage of the No Child Behind Act in 2001. While the merit of this Act is hotly debated, one indisputable fact is that the data have highlighted the inequitable achievement of various ethnic groups in America. The data was taken from the National Assessment of

Educational Progress (NAEP, 2006). Examination of disaggregated SAT scores further support that a gap exists between blacks and whites within similar income levels; as whites from family earning less than \$10,000 had mean SAT score that sixtyone points higher than blacks from families with incomes \$80,000 \$100,000 Widening Racial Gap on the SAT Admissions Test,

Examining achievement data from the state in which this study conducted supports existence of gaps in achievement various ethnic economic groups demonstrated by test scores. the achievement data from the 2004-5 school reported that of 21.0% Hispanics, and 34.3% of whites advanced proficient on communication assessment (DESE,

multicultural theorist asserts that current educational practices harmful students reinforce many of the stereotypes discriminatory practices in society (Banks, 1989).

Dr. Belinda Williams others believe instruction should base culturally relevant teaching practices (DSE, 2006, Ladson, 1994, Delpit, 1995).

Educators' educational reformers continue focus great effort on how teach students in effort affect changes in results garnered through assessment (Kozol, 2005, Delpit, 1995, Meier, 1996).

Sleeter and Grant (1999) established the need multicultural education by outlining that the United States has issues with race, gender and class based on poverty statistics, the wage gap, the gap in educational attainment, and the notion of the shrinking middle class.

Bank (1999) asserted that the content of curriculum has been deemed detrimental to students. This study seeks to discover if the written curriculum provided to students in a mid-western states connected students to the diversity of our nation's past and present.

Banks (2002) stated that the formalized curriculum should reflect the experiences, cultures and perspectives of a range of cultural and ethnic groups as well as both genders and that the instructional materials used in the school should include events.

The National Council for the Social Studies (NCSS) has defined Social Studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of



social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. In essence, social studies promote knowledge of and involvement in civic affairs. And because civic issues - such as health care, crime, and foreign policy are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspect of social studies (Araling Panlipunan) (NCSS, 2005)

Various studies were made investigating the textbooks and content of social studies Bank (2002) stressed that content integration, the knowledge constructing process, prejudice reduction, and equity pedagogy, and the empowerment of school culture and social structure were viewed as essential in providing a safe, productive, and equitable learning environment of all students - regardless of race, creed or color. Content integration is the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.

NCSS (1994) identified ten themes of social studies: (1) Culture, (2) Time, Continuity and Change (3) People, Places and environment (4) Individual Development and Identity, (5) Individuals, Groups and Institutions, (6) Power, Authority and Governance, (7) Production, Distribution and Consumption, (8) Science, Technology and Society, (9) Global Connections (10) Civic Ideals and Practices. These themes are interrelated and incorporated all of the social science disciplines and related disciplines that are identified in the official definition of social studies.

As the intent of this document was to provide support for curriculum development at the state, district, school, and classroom levels several expectations were delineated for high school. Under the theme of culture, students were expected to compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns and to explain how Information and experiences may be interpreted by people from diverse cultural perspectives and frames of references (NCSS, 1994).

Students were expected to be able to describe the ways family, gender, ethnicity; nationality and institutional affiliation contribute to personal identity. According to the theme of individuals, groups and institutions students should be able to demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.

Richard (1973) emphasized that the social studies formerly were concentrated in the upper elementary grades and in the high school, but later were included as part of the curriculum for the primary years. The reasoning is that children at the beginning of their formal educational experience need to learn such social amenities as working together, sharing, and accepting responsibility. Current events discussion also is part of the primary social studies curriculum.

## 8. Conclusion

The light of the significant findings of the study has initiated to derived the following conclusions, most of the student – respondents belong to the first category with ages ranging below to 20 years and some to the second category with the age ranging from 21 years old and above. Most of them are males and they belong to Tausug. They were living in and outside citio (Capital Town/city) of Isabela, Jolo and Bongao. The respondents are equally selected from the three provinces. Equal number of students selected from Sulu State College, Basilan State College, and Mindanao State University – Tawi – tawi College and Oceanography, and they graduated from Public High School whose parents are Government Employee.

On the extent of the instructional media development system as perceived by the student – respondents indicates that instructional media as laboratory of learning is moderately extensive as perceived by the students respondent of the three provinces of ARMM region as well as on instructional media development system as part of school curriculum. However, in terms of physical facilities and environment of instructional media development system as assessed by the respondents manifested a great extent of its uses. The standard deviation of the grades in History subject of the freshmen students in college or university of the three provinces shows that the level of achievements are approximately homogenous, the achievement are closed to each other. The level of achievements in History of the college and university freshmen students in the three provinces is Satisfactory.

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