

How to Cite:

Jaani, A.-N. A. (2022). Tertiary teachers' instructional methods, strategies and resources used. *International Journal of Health Sciences*, 6(S1), 14161–14174.
<https://doi.org/10.53730/ijhs.v6nS1.8591>

Tertiary teachers' instructional methods, strategies and resources used: A pre-pandemic pedagogical survey in social studies

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Abstract--This study aimed to determine the teaching strategies, methods and resources of teachers teaching Social Studies in one of the colleges in the Zamboanga Peninsula. It is a quantitative-descriptive research which aims to determine the teaching strategies, methods and teaching resources utilized by the respondents in teaching Social Studies related courses across Departments. The survey questionnaires were used to gather data. Frequency count and percentage were also used to interpret the data and answer the research objectives. The data reveal that the teacher's responses on the Teaching strategies, methods and resources, have high attitude toward teaching; generally, the faculty members often use teaching approaches and teaching methods; the researchers found out that teachers used varieties of teaching strategies. Methods and resources but reporting technique emerged to be common among the faculty members. The best strategy, methods and resources to promote social studies interest is to build positive self-concept to raise levels of achievement among diverse learners in multicultural context including teacher related limitations. Teachers should be encouraged to explore and view other effective teaching strategies, methods and resources and find more ways to entice other students challenge themselves to create their own strategies to use in the field and to become more global in perspective.

Keywords---instructional methods, teaching strategies, methods, resources, social studies, instruction.

Introduction

Candidates for teacher education who want to teach social studies in a social context may aim to promote social justice. Teachers must be ready to gain an understanding of the theoretical and developmental mechanisms involved as well as strategies in social studies learning. Teachers should also be ready for teaching in a diverse community and be aware of the alignment of classroom instruction

with the Academic Curriculum Requirements that support these processes. Teachers may use social studies teaching skills, tools, techniques, and resources to apply expertise in a variety of contexts while teaching social studies. Such processes, techniques, and tools must be implemented and used in a sequential, systematic manner in pre-K-12 education. In so doing, teachers may become engaged in public life and strengthen their ability to cope with social tensions and problems.

In the last decade, the social studies curriculum has undergone major improvements in both content and methodology. The identification of different cultures and ethnic groups has had a profound effect on the material and approaches to social studies. On the other hand, it is not completely new to use methodologies, techniques, and tools in the teaching of social studies in schools today. New approaches, techniques, and tools have recently been implemented into the teaching and learning process. With the advent of technology and modern communication media, attempts to apply instructional strategies and tools to learning are increasing; a trend that has proved to be beneficial to students.

However, Social Studies teaching methods teaching is the practice of communicating with another person with the aim of influencing that person's learning. It refers to the relationship between the teacher and the students. A teacher is a person who teaches others. Moreover, majorities of teachers are uninformed or find it difficult to implement teaching strategies due to a lack of resources about how to use and disseminate knowledge effectively. As a result, teachers face difficulties in using teaching techniques, tactics, and tools. As a result, teachers are faced with the task of addressing teaching techniques, tactics, and tools without taking risks. The systematic procedure is the modern teaching system. In the K to 12 curriculum, as cited in the study of Saavedra (2020), competencies in all learning areas should be taught in a systematic spiral progression so as to scaffold the learning of the students.

In the same manner, in order for teachers to have the correct understanding, certain instructional methods must be used to transfer information to the students. The Social Studies teacher must develop expertise in his or her approaches to teaching the subject. Content competence, competence in communicating content to the learner, competence in the use of a range of instructional methods, and competence in assessing instruction are among these competencies. Some methods and ways of improving effective learning through the use of instructional materials are used in the teaching and learning processes. However, some teachers in the field do not completely show these skills.

Cognizant of this conditions prompted the researcher to embark on this study to determine the extent of instructional methods, strategies and resources the teachers use in teaching Social Studies and attempts to offer ways to enhance the delivery of instruction.

Research Objective

Determine the teaching strategies, methods and resources of teachers teaching Social Studies.

Research Literature and Related Studies

The basis of this research is Jean Piaget's, (1952) "Theory of Constructivism" (1952). Constructivism is a psychological learning theory that describes how people learn and gain knowledge. As a consequence, it is specifically applicable to education. According to the theory, humans derive knowledge and meaning from their experiences. Constructivism is not pedagogy in and of itself. Piaget's constructivist learning theory has inspired many learning philosophies and teaching methods in education, and it is a central theme in many reform movements. Constructivism is a learning theory that argues that people deliberately construct or establish their own knowledge and that truth is defined by their actions.

The essence of Social Studies, according to Dr. R. Sivakumar, is that it is a research in which the nature of man is the major central subject of attention. As a result, the content of Social Studies is structured around applicable information, beliefs, and skills that make up man's vast domain. The topic has often been regarded as a primary discipline used to socialize our children and as a means of fostering progress toward the main social education goals that have been defined for focus, such as civic duties or the creation of citizen engagement skills, the acquisition of positive attitudes and values, and living a disciplined life, among others. As a consequence, the spectrum of Social Studies varies depending on the degree of research required.

Social Studies Teaching Methods Teaching is a way of communicating with another person with the aim of influencing that person's learning. It refers to the relationship between the teacher and the students. As a useful and realistic art form, teaching necessitates imagination, creativity, improvisation, and expressiveness. Despite the fact that there are various teaching methods and strategies associated with integrated Social Studies, no one mode of instruction suits all learning circumstances. A Social Studies instructor must keep up with the new teaching strategies. A Social Studies teacher must be a source of knowledge, a guide, and an organizer in order to be successful.

A simplified model of a real-world scenario is used in the simulation process. Simulation is widely used to teach difficult-to-observe concepts and values, such as theoretical concepts. They are vivid and diverse ways of expressing thoughts, problems, and realities in our past and present societies. The term "simulation" is derived from the Latin word "similis," which means "to behave like" or "to resemble." As a consequence, it is expected that this approach would establish a situation in which events are portrayed as if they are real-life. There are three types of simulation techniques. When simulations are used, they are highly inspiring to students and increase their interest.

The Laboratory Approach in Social Studies utilizes source materials, supplementary sources, mechanical equipment, audio visual aids, and a number of other life-like practices to complement textbook guidance and improve presentation and mastery effectiveness. The laboratory mode of instruction does not apply to a particular location or time period, but rather to a specific task. The activity may take place in a typical classroom, outside of it, or in a specially built space. The main aspect of this approach is that students handle concrete objects, machinery, and other materials under the supervision of the teacher.

Inquiry Method Inquiry or discovery method- encourages divergent thinking, allows students to find out information by themselves and it generates students' enthusiasm at examining issues logically. The process of inquiry method involves identification of a problem, analysis of these information in order to arrive at possible solution and using the solution to generalize. Students can be required to find out the reasons for fuel shortage in the country, power failure, scarcity of some goods etc. A very desirable aspect of the inquiry technique is its emphasis on the use of higher levels of thinking.

A project may be done by an individual student for his or her final result, or by a group of students working together to create something far bigger than an individual student's project. The project approach is self-motivated and includes doing tangible tasks. The project method necessitates thorough preparation on the part of the instructor, but the objective is to get the students to intelligently organize their knowledge, using all available sources.

Learning how to read is important for students. Writing a group narrative, reading and creating maps, and creating an album for an event such as a wedding or installation ceremony are all examples of places of Social Studies where tasks can be completed. Topics such as "Man and His Values," "The Builders of the Country," and others will benefit from the project process. The teacher's job is to direct and encourage students, which can aid in the clarification of concepts in 'Social Studies.' A project should not be too challenging for students to become frustrated, and it should not take too long to complete. As stated in the study of Saavedra and Barredo (2020), one of the factors that contribute to the poor writing skills of the elementary pupils is the lack of technical knowledge on the structure of the written composition. That is why the study highly recommends that teachers should develop the students' writing skills by showing examples or models which can be easily followed by learners. Through this, learners will be challenged to produce their own output without frustration.

Demonstration is also another teaching strategy commonly utilized by teachers. It is a collection of planned acts conducted regularly to explain a phenomenon. Demonstrations may be provided by students or by teachers. Demonstrations are used to make any knowledge more understandable.

Question and Answer Method is a popular teaching method used by teachers is the question and answer method. In this approach, the instructor asks a question and then acknowledges one student who answers it. The instructor then responds to the student's answer orally. The series will go on with the instructor asking questions and each student answering one at a time. It's likely that another

student would be asked to respond to the previous response. As a consequence, question and response is a mechanism in which a teacher asks a question, a student answers, the teacher reacts and asks another question, which is then answered by another student, and so on. The question and answer approach can be used in a number of cases. This approach assists in assessing the scope and depth of a student's expertise. Throughout the class, the approach keeps both students and teachers involved. This approach requires proper preparation and handling, according to a Social Studies teacher who uses it.

Field-trips include going outside the classroom with the students to observe and analyze conditions. Many of these expeditions may only go as far as the school hallway, house, or playgrounds. The instructor will be able to find illustrative examples for his students inside the school itself. Different soils, trees, a river, and other items may be available for analysis and observation in the immediate vicinity of the school. The instructor can sometimes enlist the support of local industry or government agencies, as well as arrange for visits to places such as the Oba's palace and museum. Field trips provide students with vivid, enduring, and even more meaningful experiences because they are focused on real-life scenarios. Field trips are divided into three stages: planning, field trip, and recapitulation. Obviously, the effectiveness of this approach is highly dependent on the students' age.

The discussion process applies to student-to-student interaction with occasional teacher involvement. The approach employs small groups of students, with each group having a leader who leads the discussion of the problem or subject matter. It should be remembered that when this technique is used, the students are more involved than the instructor. However, caution should be exercised to prevent any students from dominating the debate. Any member of a small group should have the same opportunities or chances to contribute to any discussion.

Lecture Process - This is the most common mode of instruction for teachers. The students are expected to sit politely and listen to the debate about the subject matter. Students are supposed to take notes in this case, and the teacher can write notes on the chalkboard at times. A description and a few recapitulate questions are usual at the end of a lesson. When the subject is abstract, an instructor has no choice but to use the lecture form. The lecture method can be used to illustrate topics such as Faith, Reason, Man and His Values, Supernaturalism, Justice, and so on. If there is a shortage of both housing and staff, this approach may be used.

Problem-Solving Approach - This method helps students to think about a problem, try to grasp it, and then analyze knowledge in order to come up with a solution(s) to the problem they've found. The method necessitates the introduction of a scientific approach to teaching and learning. The approach acknowledges that the thought process follows a collection of rules. The approach guides the learner's attention to tasks such as organizing, classifying, sorting, and communicating with facts in order to arrive at a rational solution to a particular problem. Teachers are often faced with the task of deciding the type of issue to be discussed.

Dramatization Process - This is one of the most powerful ways to get students involved in what they're studying. It's a natural way for students to openly share their views of the world around them. The approach allows for a high degree of physical, emotional, and mental interaction and participation by the students. When a lesson or subject is dry, dramatization can be an effective method for holding students' attention and interest. Direct and basic strategies such as mining playlets and role-playing are used in dramatization, and time can be set aside for them. Students who are less interested in academic work could be engaged by the teacher.

Home Assignment - This is not a program, but rather a system that can be used to keep students engaged outside of class. In view of the students' attitude toward homework, the instructor can give tasks that can be done in a limited period of time. This type of homework assignment must be engaging and applicable to the subject matter. It should not be used as a means of punishment; otherwise, students would develop a negative attitude toward any outside-of-classroom task. Any topic of Social Studies may be the focus of a home assignment. It may be a reading assignment, searching for answers to some questions, or looking for knowledge on a specific subject, for example.

This approach allows students to learn by doing, to take initiative, and to participate in self-directed action. There are two styles of building activities. The use of print materials such as newspaper construction, file folder construction, scrap book construction, vertical file construction, magazine construction, and book construction is one example. Some materials, on the other hand, are used to build objects such as models, sculptures, and other instructional structures. The teacher's task is to assist in the beginning of the construction process.

Teaching Tools for Social Studies In the last thirty years, education has advanced dramatically from the use of educational tools as enrichment aids to teaching and learning. In Social Studies, teaching tools apply to everything that can help the teacher facilitate teaching and learning. When students are given the ability to learn using more than one context, they are able to learn more quickly and easily, as well as retain the content over a longer period of time. However, the instructor should bear in mind that the materials used should be able to captivate or arouse the students' interest. Human, location, and material resources are all considered resources in Social Studies. The instructor (human resource) is responsible for the administration of instructional resources as well as the transfer of information to the learner. There is a lot to be said about using human capital other than teachers as learning resources. Other individuals, besides the teacher, may be invited to share their expertise and experience with the students. It could also be another student who could contribute to the classroom by sharing his or her expertise and experience.

Textbooks are, of course, another traditional instrument of instruction. In its most rigid form a textbook represents a series of lessons which demands the teacher's initiative. In almost every study, pupils are required to move from textbooks to specialized references for kinds of data such as encyclopedias, dictionaries, atlases, information almanacs, government bulletins, commercial publications and miscellaneous periodicals. Textbooks are among the most

readily accessible instructional resources for use in the classroom for the implementation of Social Studies curriculum, which explains why they are heavily relied upon, especially in developing countries. Rice (1982) outlined several logical textbook selection assumptions for Social Studies.

Newspapers are printed on a regular basis. "Because many Social Studies teachers steer their students' attention to contemporary problems and topical issues that can be woven into the on-going course of research," Raymond (1965) observed, "they can make a major contribution to enlightened citizenship by reviewing newspaper with the student." This basically means that the instructor will use newspapers and other tools to raise awareness of the value of caution and to inspire students to read more widely. This also means that a newspaper is still the most up-to-date written source available. Unfortunately, only a few teachers are taking advantage of this opportunity.

Photos and Graphs Students with reading disabilities or restricted vocabularies benefit from pictorial presentations. The lesson material is found in maps, which help to explain and add a sense of reality to what is learned. Charts, on the other hand, are useful in the presentation of materials to be taught in their simplest form, while pictures generate interest, create the right impression, and bring the lesson to life. When using pictures, the instructor can use a number of them to make his points stick with the students. Charts should be transparent and big enough to be seen from every part of the classroom as they are used to emphasize important details.

The use of maps practices of researching, drawing, and interpreting maps are important in the teaching of Social Studies. Economic and physical characteristics, location of locations, political borders, cultural limits, occupational zones, and so on are all represented on maps. As a result, the instructor can introduce students to the use of maps so that they can accurately view maps used in social studies. As concluded in the study of Saavedra (2020) on the Exploration on the Expressive Skills among Elementary-grade Learners: A Bedrock for the Development t of Computer-assisted Teaching Strategies, technologies had formed a significant role in the development of the teaching strategies. Pictures, maps and other visual representations of the lessons can possibly done and used in the class though the aid of the modern technology.

Models are a type of model that is used Tillman (1976) stressed the use of templates to assist teachers in organizing relevant information during the teaching process. "When knowledge is delivered in the format of an instructional model, we have a readymade plan or the kinds of teacher-behavior that results in desired student learning," he asserted. As a result, models and specimens appeal to children in a special way, catching their interest more efficiently than a map. Models are particularly useful because they minimize items that would otherwise be impossible to analyze to manageable sizes.

True Object The use of actual or real artifacts in the classroom falls under the category of materials tools that can be useful in the teaching of Social Studies. These are referred to as REALIA, and they can have a huge effect on students' interest and motivation to learn. Guns, clothing, computers, implements, and

other related products are examples of these items. These products help to introduce the outside world into the classroom. Real artifacts are useful in teaching topics such as history, agriculture, and currencies.

Centers of Knowledge The word "resource center" has many different connotations. However, it usually refers to a location or space where students and teachers can access knowledge and instructional materials that are not readily available in the classroom. Toys, maps and references, library books, educational tools, actual artifacts or specimens, and artefacts are only a few examples. The library, the immediate community, museums, and national archives are some of the main educational resource centers for Social Studies. A school library with an ample supply of books should be a top priority for schools. It is the most important learning resource center. Not only are books plentiful, but even microfilm, maps, filmstrips, videotapes, and other materials are available. As a result, the library has been set aside to fulfill the hunger for information and understanding. Students will be assigned to read items from the library in order to obtain a greater understanding of what the teacher has learned in class.

The national archives house official documents from all government departments as well as noncurrent government records that are deemed worthy of long-term preservation. Students will use the archives to open up many new insights on our lives. Museums, on the other hand, give students the opportunity to study artefacts and see statues that can help them understand what they've read in books. **Audio-Visual Devices** There is at present varieties of instructional tools known as audio-visual devices and materials. The application of these instructional tools range from the use of small cameras by an instructor to show close - ups within his classroom to airborne studio broadcasting.

All styles of teaching may benefit from a self-contained classroom television system, camera, video tape recorder, radio, and filmstrips. In the role-playing games in class, a video tape will be useful. Tape recording has been found to be helpful in dealing with issues such as those faced in mixed skill classes. The capacity of a tape recorder to be used passively or actively is a major benefit. The instructor will record the students' events, such as conversations, and play them back as many times as they want.

A whiteboard the most popular visual aid used by teachers is the chalkboard or blackboard. The chalkboard is used to write an outline or description of what the teacher is going to say, as well as to draw diagrams, maps, and images. The instructor should make sure that everything he or she writes on the board is straightforward, bold, and legible. After each use, the chalkboard should be washed. Finally, when teachers are planning to teach any subject, they should select resources from a wide variety of options based on what is available. Their decision on what is suitable should also be based on the students' age, skill, and interest.

Methodology

This study is quantitative in nature employing descriptive design. A validated survey questionnaire was used as an instrument to determine the teachers'

teaching strategies, method and resources used in the delivery of the lessons in the Social Studies and other related courses in the tertiary level. The instrument is made up of 18 pre-listed teaching strategies, methods, and resources where the respondents honestly checked those items that they are presently employing for the school year 2020-2021 in their Social Studies classes. Respondents are combination of regular and Visiting lecturer teachers on the College who were purposively selected based on their characteristics.

As emphasized by Saavedra (2020), ethical consideration and voluntarily participation should be the primary consideration in every research. Therefore, in order to ensure this, research protocols were observed by the researcher before gathering of data. The researcher had to consider a variety of ethical issues when writing this paper. The most important one had to do with the participants' informed consent. Permission letters were sent to the head of the school and upon the approval, the approved letter was forwarded to the teachers. An orientation was conducted beforehand, to give the teachers the background of the study. The researcher also explicitly explained the rights and privileges of the respondents as stipulated in the informed consent. Lastly, all teachers who voluntarily signed the informed consent were chosen to answer the research instrument using the google form.

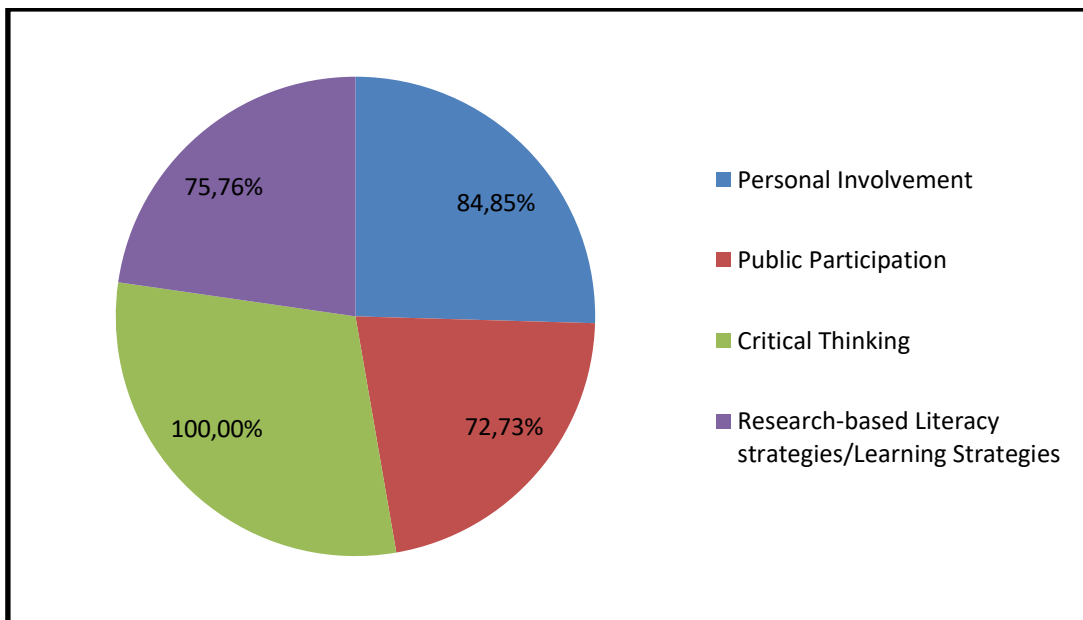
When the data was collected, the researcher made interpretation using the frequency count and percentage. Items agreed by more than 50% of the respondents were considered as the common items and commonly used by the teachers.

Results and Discussions

On the Teaching Strategies Utilized by the Social Studies Teachers

Graph 1. presents the teaching strategies utilized by the social studies teachers. Among the 10 pre-listed teaching strategies on the instrument, only four (4) were utilized by the respondents. Among these, 28 or 84.85% of the respondents are utilizing personal involvement, 24 or 72.73% are using public participation, 25 or 75.76% research-based literacy strategies/learning strategies while 33 or 100% of them critical thinking.

This finding addresses the early literature that the lack of critical thinking skills utilized within the classroom greatly diminishes the students' chance for success (Irfaner, 2006). By using critical thinking strategies, learners can also help themselves in the situation that calls for independent solution. Thus, critical thinking allows students to clear up misconceptions, discover half-truths, unravel derisory beliefs, investigate self-contradictory attitudes, and scrutinize inadequate evidence (Edmonds, Hull, Janik, & Rylance, 2005; Firey, 1999) as cited in O'Brien (2013).

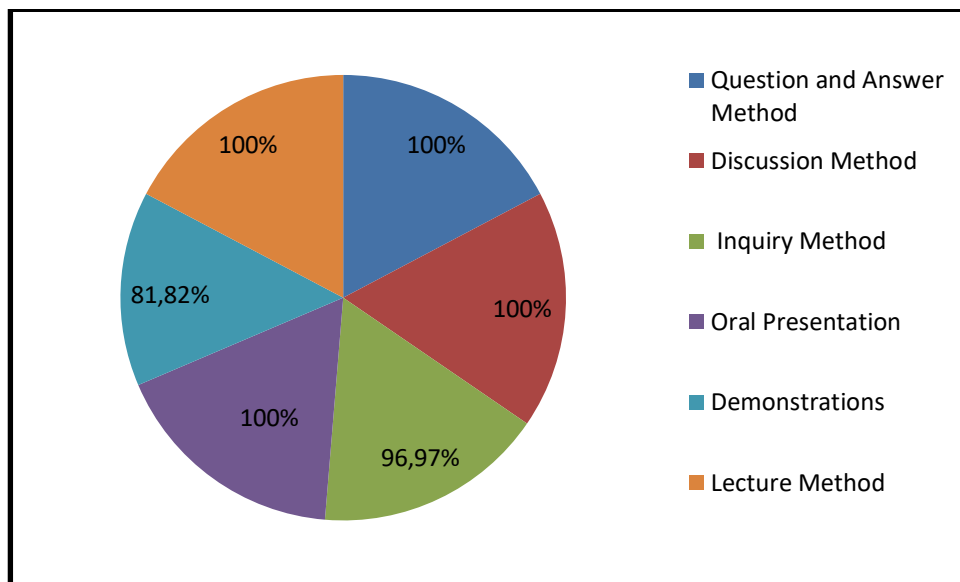


Graph 1. Teaching Strategies Utilized by the Social Studies Teachers

On the Methods Utilized by the Social Studies Teachers

Graph 2. shows the methods utilized by the Social Studies Teachers in the delivery of their lessons. From the 12 prelisted on the instruments, six (6) were commonly identified by majority of the respondents. Based on the data, 27 or 81.82% of them used demonstrations, 32 or 96.97% are utilizing the inquiry method, while all of them or 100% are using question and answer method, discussion method, oral presentation and lecture method.

This result is synonymous to the findings of Kolesnikova (2016) where she stated that lecturing, a time-tested and long-venerated teaching method, remains the most frequent method of instruction in higher education throughout the world (Svinicki & McKeachie, 2011; Lambert, 2012). The traditional teaching method is generally teacher directed and follows book steps of activities and demonstrations.

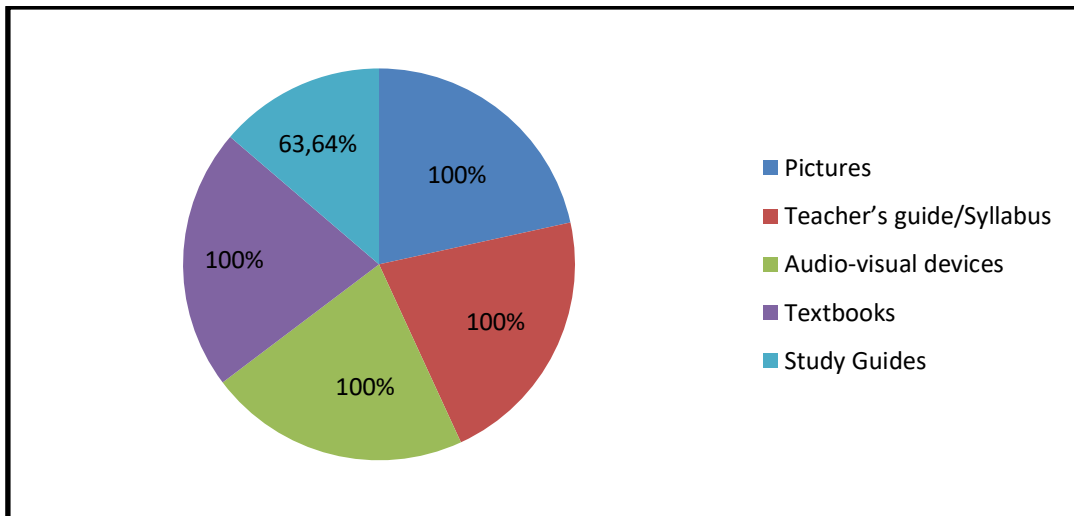


Graph 2. Teaching Methods Utilized by the Social Studies Teachers

On the Resources Utilized of Teachers Teaching Social Studies

Graph 3. presents the resources used by the Social Studies teachers. Among the 9 pre-listed resources, the respondents identified five (5) common resources. 21 of them or 63.64% acknowledged that they are using study guides and all of them used pictures, teacher's guide, audio-visual devices and textbooks.

This result is good to note that teachers have the availability of the teaching resources they need. According to DFID (2007) as cited in Okongo (2015), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost effective input affecting student performance. In this context, due to the availability of the resources, students' performance is not at stake.



Graph 3. Teaching Resources Utilized by the Social Studies Teachers

Conclusion

Teaching strategies, methods and resources are very essential part in the teaching-process. These things have to be primarily considered in planning for an effective learning. In this study, it is safe to conclude that the Social Science Teachers have used varied teaching strategies, methods and resources. The study also manifested that respondents did not have limited resources and they were able to explore on different teaching strategies and methods that appropriate for the college students.

This study also taught that Social studies teachers should be updated on the modern teaching strategies brought by the aid of technology in order to facilitate learning and be at par with the leading Universities in the world. Teachers of social studies should acknowledge the contemporary approach that facilitates effective learning of students in achieving the goal of 21st century education. In this way, authorities need to consider the objectives of the subject matter, student's age, learner's maturity, learner's ability, the significance of the instructional materials and other considerations that may contribute to the success of the teaching process and promote awareness about current matters of both national and international importance. However, it is very important to take note that in order for these purposes to be achieved, teachers of social studies should make sure that the content of the materials being used are considered to be authentic and accurate, contextualized, and free from distortions and biases. Moreover, instructional materials must be carefully checked for its durability, quality, and use of appropriate illustrations in order to avoid ambiguity. More pre-eminently, teachers of social studies should consider combining the use of instructional materials for reading with other categories of learning materials to successfully manifest the effective processes of teaching social studies in the 21st century.

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