

ORIGINAL ARTICLE

Challenges in Teaching History Lessons in Public Secondary Schools, Zone 2, Division of Zambales, Philippines

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ABSTRACT

The challenges in teaching History lessons among teachers in secondary Social Studies in public high school of Zone 2, Division of Zambales, Philippines was investigated in the study. Strategies that could help address the challenges met in teaching History were also identified. There were a total of 116 teacher-respondents who participated in the study. It was conducted during the academic year 2016-2017. Action research was utilized by the researchers as research design with survey checklist as the main tool of data collection. Descriptive statistics was applied in the computation, analysis and interpretations of data. The researchers have found that maps, textbooks and computer units were the most used resources in teaching History lessons. The most encountered challenges in teaching History lessons were none conduct of trips to national and local historical, cultural sites and museums; not having a special day for the conduct of activities and competitions related to History; limited opportunity to conduct local survey and interviews; and deficiency of special room or corner to store and keep anything historical. The strategies strongly agreed upon by the respondents that can help overcome the challenges met in teaching History lessons were the use of graphic organizers, note taking and maps to develop main concepts, ideas and theories; the utilization of varied approach for teaching such as student-centered and teacher directed; and employing varied activities to the presentation and learning of History lessons.

Keywords: history, secondary social studies teacher, instructional strategies, learning activities, instructional resources/materials

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INTRODUCTION

Teaching is a process by which one interacts with another person with the intention of influencing the learning of that person. It is the interplay between the teacher and the learners. Teaching therefore, calls for educator's competence, creativity, improvisation and expressiveness. Article III, Section 1 of the Code of Ethics of Professional Teachers adopted in 1994 states that "a teacher is a facilitator of learning and the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth." A teacher of History to be effective has to be a source of information, and a guide, an organizer of opportunities for learning and a person who can stimulate any environment for effective learning.

History is a story about the past that is significant and true (Crabtree, 2001). Crabtree explained further that history is significant because historians tend to tell stories which reflect the dominant values of the society and true to mean any perspective well supported by facts. The National Curriculum Standards for Social Studies (2010) identified the study of History in the standard "Time, Continuity and Change". Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time. This theme appears in courses in History, as well as in other Social Science

courses for which knowledge of the past is important. Samoa (2003) stressed that through the study of History, the students will develop important historical knowledge and skills which enable them to understand their own past and to be better prepared to play a role and plan for the future.

The study of history plays an important role in the education of secondary school students (Samoa, 2003). In the Philippines, the Kto12 Social Studies (AralingPanlipunan) offered History subjects for Grade 7 and Grade 8. Here, teachers are expected to be effective in demonstrating mastery over History content, adopt appropriate methods, use multiple instructional resources and create supportive and active learning environment. However, the teaching of History in public secondary schools in the country also face multi-dimensional problems.

Various researches revealed problems in History teaching. Adeyinka (1989) identified the most serious problems of History teaching. These include the lack of essential teaching aids, absence of well-equipped libraries and History rooms, lack of funds for excursions and educational visits and poor teacher preparation to mention some. Ruto&Ndaloh's (2013) study found that lack of resourcefulness, assignment of history courses to non-professional historians, shortage of trained history teachers, adoption of bad teaching methods and public distaste for the subject were the challenges in teaching History. Boadu, et al. (2014) revealed that teachers face the challenges on aspects such as unavailability of technological resources, inadequate time, and lack of motivation, in their attempt to use technology in class.

With the presented challenges and problems in teaching History, teacher really is the key to address these difficulties. Ruto&Ndaloh (2013) stated on their findings that teachers need to improve instructional approaches that will arouse the interest of the students in History such as the use of teaching methods that call for the active participation or contribution from the students. Muchilwa (2015) acknowledged that the teachers' usage of instructional materials and other resources in teaching History enable learners to apply more senses and thereby gain more from the learning experiences. Ragland (2014) argued that the best practices in History teaching actively engage students with both historical understandings and historical thinking skills in the classroom.

The purpose of this study is to find out the current challenges of History teaching in the public secondary schools in Zone 2, Division of Zambales, Philippines and the teachers' perception of intervention strategies to address these problem. The result of this study proved to be beneficial to the school administrators, the teachers and the students. The school administrators will be more aware of the difficulties met by Social Studies teachers in teaching History lessons and the solutions and/or interventions which they perceive effective to ease the problems met. Through their leadership, they will be able to propose and conduct seminars and other activities aimed to address the challenges identified. With the results of the present study, teachers will now have concrete strategies which serve as intervention to overcome problems in teaching History. Teachers will be more encouraged to adopt new practices that acknowledge both the art and science of teaching their area of specialization such as improved approaches, strategies and techniques; utilization of appropriate teaching aids and technologies and conduct of varied and appropriate learning activities in History. The students on the other hand will be more motivated and interested in different History topics (Philippines, Asian and the World). They will become more respectful to different cultures and diverse cultural practices. Moreover, students will be more competent on different disciplinary strategies and procedures associated with skills being developed in History as a branch of Social Science.

OBJECTIVES OF THE STUDY

The aim of the study was to examine the challenges in teaching History lessons in in secondary Social Studies in public high school of Zone 2, Division of Zambales, Philippines. The strategies which will serve as intervention to the challenges were also identified.

Specifically, the study sought to determine the resources used in teaching History lessons; to identify the challenges in teaching History lessons in terms of instructional strategies, learning activities, and instructional resources/materials; and to determine strategies to help address the challenges met in teaching History.

METHODOLOGY

This research employed action research design with the survey questionnaire as the main source of gathering the data. Educators conduct action research to improve education practice in order to improve learning outcomes. Educators of the present study need to identify problems and solve systematically issues that they are confronted to be responsive to the needs of learners.

The study was conducted at public secondary schools of municipality of Botolan, Iba and Palauig (Zone 2), Division of Zambales, Philippines. A total of 116 Social Studies teachers served as respondents. The instrument used in gathering the data for the study is survey checklist. The survey questionnaire

developed by the researchers was based from A Guide for Teachers Teaching History for the First Time Experiences by Samoa (2003) and Current Problems of History Teaching in Some Nigerian Senior Secondary Schools by Adeyinka (1989). The first part of the instrument focused on resources that are being used in teaching History. The second part comprised the challenges in teaching History lessons in terms of the Instructional Strategies (5 items), Learning Activities (5 items), and Instructional Materials (6 items). The respondents answered in a Likert Scale ranging from 5 (Always) to 1 (Never). The third part of the questionnaire contains the strategies to overcome the challenges met in teaching of History. Responses are within the Likert Scale is ranging from 5 (Strongly Agree) to 1 (Strongly Disagree).

In an effort to improve the content of the questionnaire, the instrument was designed, formulated and finalized in a manner which closely followed the suggestions and recommendations of experts from the Social Studies Department of College of Teacher Education, Ramon Magsaysay Technological University (RMTU), Iba, Zambales. The instrument was tested to Social Studies teachers of Junior High School Department of the same university. After the validation of the research instrument, the approval of administration of the research instrument to the respondents was sought from the Schools Division Superintendent of Division of Zambales and the Principals of public high schools in Zone 2. The researchers personally administered the survey checklist to the respondents. The objective of the research study was explained and the anonymity of their responses are assured to them. The data which were collected from the survey checklist were analyzed, interpreted and summarized accordingly. Descriptive statistics was applied in the computation, analysis and interpretations of data.

RESULTS AND DISCUSSION

Resources Used in Teaching History Lessons

Table 1 shows the frequency and rank of the resources used in teaching History lessons.

Table 1: Frequency and Rank Distribution of the Resources Used in Teaching History Lessons

Resources in Teaching History	Frequency	Rank
1. Maps	110	1
2. Textbooks	108	2
3. Computer units	105	3
4. Charts	101	5
5. Internet	102	4
6. Magazines	99	6
7. Projector	96	7
8. Radio	90	8
9. Diorama	85	9
10. TV/Monitor	80	10

Majority (110, ranked 1st) of the teacher-respondents used Maps as resource material in teaching History lessons. Maps are very essential in terms of teaching History most especially historical geography. Maps can vividly represent where the events happened. Maps in History lessons are historical maps (e.g., extent of boundaries of empires and territories, trade routes, ancient cities, location of different landmarks and events and many others). Yousaf, et al. (2012) stated that the use of maps reinforces achievement level of students, participation in class as well as homework abilities.

Hundred Eight (108, ranked 2nd) teachers used Text Books in teaching History lessons. Social Studies as a subject in the Basic Education greatly use prescribed textbooks in their discussions. Textbooks are sources of information and answers for assignments, projects and data for simple researches. Moreover, textbook provide images and maps wherein the students can further understand the lesson being discussed. Akubue (2010) stressed teaching of Social Studies still tends to be dominated by subject matter textbooks.

Hundred five (105, ranked 3rd) among the respondents selected computer units and 102 respondents used internet (ranked 4th) as resource material in teaching History lessons. The respondents found computer units and internet very useful as instructional resource in teaching History lessons. Teachers

and students use computer in the preparation of PowerPoint presentations, projects and other requirements in Social Studies. Lee (2014) concluded that ICT can be used as materials for History research and an integral part of information technology in teaching and learning of History. On the other hand teachers and students can acquire new knowledge through the access of different sites in the internet with the use of computer aside from what History textbook can give.

Charts (ranked 5th) were utilized by 101 teacher-respondents in teaching History lessons. As revealed in Table 1, charts were found by the teachers as important instructional resource in teaching History lessons most especially if information contains different features. The use of charts (data retrieval and data information) enables the students see historical data, events, concepts in an organized way. Magazines (ranked 6th) was utilized by 99 teacher-respondents. Magazines present informational text and images in a form of printed media. Magazines (e.g., Time, national geographic and other local journals/periodicals) are also secondary sources of historical information that can help enrich History topics and contents. Projectors (ranked 7th) was used by 96 teacher-respondents. The usage of projectors in presenting a report is the new trend nowadays. The presentation made on the computer will be flashed by the projector on a space provided for the presentation. It displays the lessons beautifully and it can motivate the students due to the animation and design of each slides. Diorama (ranked 9th) was preferred by 85 teacher-respondents as teaching resource in History. Diorama is a three dimensional display of scenery or a scenario. Through diorama, the teachers are able to present a certain account in the history vividly. Furthermore, teachers can use diorama to increase the attentiveness of her students during discussion because of its uniqueness. Lisa (2014) explained that dioramas are valuable because they expose people to realistic simulations of actual places and events, and give people the illusion of being present at the original scene.

Radio (ranked 8th) was preferred instructional resource by 90 teachers and TV/Monitor (ranked 10th) were utilized 80 teachers. The teachers approved the usage of radio and television/monitor, sources of mass media as teaching aids in History. Radio can be good sources of historical facts and information (e.g., contents of speeches, proclamation, commentaries and many others). Moreover, students learn in different ways, some learn best through audio or combined audio and visual. Students also learn when they are able to see the contents of their lessons and amused of the materials or equipment's attractiveness. These are characteristics of TV program\TV monitor. Derelioğlu & Sar (2010) argued that educational television programs succeed as teaching tools when they are engaging, relevant to the unit and age appropriate for the students.

Challenges Encountered in Teaching History Lessons

Instructional Strategies

The Table 2 shows average weighted mean, verbal interpretation and rank on the perceptions on challenges in teaching History lessons in terms of Instructional Strategies.

Indicator 4 which stated as "Do not conduct annual trip of the students to national and local historical site, old building, cultural sites and museums" gained an average weighted mean of 4.63 interpreted as always and ranked as 1st. Findings revealed that the schools where the teacher-respondents are currently teaching do not really conduct educational trips, local or national. DepEd Memo No. 47, s. 2017 or the Moratorium on DepEd Educational Field Trips and other Similar Activities specified that currently, the Department is conducting a review of policies relative to the conduct of educational trips particularly the security and safety of the learners. With this moratorium in full effect, all public elementary and secondary schools shall not plan and proposed the conduct of educational field trip. On the other hand, according to Behrendt & Franklin (2014), field trips have become less common due to limited funding and time constraints due to each school systems' focus on standardized testing.

Table 2: Challenges in Teaching History Lessons terms of Instructional Strategies

Instructional Strategies		AWM	VI	Rank
1.	Limited time and preparation to interpret historical maps	4.26	A	3
2.	Limited time for in depth study of historical events and accounts.	4.26	A	3
3.	Lacks history day for activities such as (history quiz, historical drama, panel discussions on current issues)	4.32	A	2
4.	Do not conduct annual simulation trip to a national and local historical site, old building, cultural sites and museums.	4.63	A	1
5.	Finding and inviting guest speakers into your classroom to talk on a specific topic	3.95	0	5
Overall Weighted Mean		4.28	Always (A)	

In teaching Social Science disciplines particularly History, the conduct of trips to historical site, old building, cultural sites and museums guarantee an increased depth of knowledge and understanding among learners. Student's school tour can give improvements in their knowledge and ability to think critically about art and display stronger historical empathy.

Indicator 3 which stated as "Lacks history day for activities such as (history quiz, historical drama, panel discussions on current issues)" gained an average weighted mean of 4.32 with verbal interpretation always and ranked 2nd. Findings revealed that the conduct of history day was not actually a practice among the schools where the teacher-respondents are employed. The purpose of history day is valuable. It will enhance students' awareness and concern over history, current issues and other social science discipline. It will also allow the development of students' complex skills. Many schools in other country conduct history day like the National History Day of Cane Creek Middle School for 8th Grade Social Studies (2016-2017) which is a national program designed to inspire students to delve deeper into issues associated with History.

Indicator 1 stated as "Limited time and preparation to interpret historical maps" and indicator 2 stated as "Limited time for in depth study of historical events and accounts" obtained an average weighted mean of 4.26 with verbal interpretation of always and ranked as 3rd respectively. Findings revealed that the teacher-respondents always encountered time constraints for interpreting historical maps, limited time for in depth study of historical events and insights/beliefs of historical figures. With these constraints, students could not get fully the benefit from using maps and doing map skills as well as historical or social science methodological techniques.

Indicator 5 stated as "Finding and inviting guest speakers into your classroom to talk on a specific topic" gained an average weighted mean of 3.95 with equivalent verbal interpretation of often and ranked as 5th. The respondents often found difficulty in inviting available speaker to give lectures on varied History topics. The expertise of the guest speaker will allow the students to learn more about Philippine, Asia and World histories. Leor (2015) acknowledged that a guest speaker in a classroom will provide specific knowledge, cater students' level of comprehension and motivation. The overall weighted mean of the challenges in teaching History lessons in terms of Instructional Strategies was 4.28 interpreted as Always (A). The respondents often encountered challenges in the utilization of some instructional strategies in teaching History lessons.

Learning Activities

Table 3 shows average weighted mean, verbal interpretation and rank on the challenges met in teaching History lessons in terms of Learning Activities.

Table 3
Challenges in Teaching History Lessons in terms of Learning Activities

Learning Activities	AWM	VI	Rank
1.Limited evidence of group work, pair work and other innovative methods	3.95	0	4
2.Less opportunity for students to do research on a special topic	4.10	0	2
3.Limited activity for the class to do on-site maps, photography and present creatively students 'outputs	4.05	0	3
4.Limited activities to appreciate student's life histories, experiences and ambitions	3.89	0	5
5.Less opportunity to conduct simple local surveys and interviews	4.12	0	1
Overall Weighted Mean	4.02	Often (O)	

Indicator 5 stated as "Less opportunity to conduct simple local surveys and interviews" gained an average weighted mean of 4.12 interpreted as often and ranked 1st. The conduct of local survey and interviews are particularly valuable for the students in having experienced elements of democracy in action rather than having only read about such issues often described in textbooks. But result of the study revealed that the teacher-respondents do not always conduct simple surveys and interviews. There could be school circumstances which are unavoidable that could possibly hindered the conduct of surveys and community interviews. Berry (1999) advised researchers to be familiar first of the interview techniques followed by having a hands-on experience of these techniques. Moreover, researchers should also be sensitive to individual concerns and interviewing circumstances.

Indicator 2 stated as “Less opportunity for students to do research on special topic” gained an average weighted mean of 4.10 interpreted as often and ranked as 2nd. Results revealed that for some reasons, the teachers provided little opportunity for students to do research on especial history topics. School’s library probably have insufficiency of resource materials and students could barely access internet sources. The conduct of simple research will allow the students to gain deeper and wider knowledge and understanding of the history and civilization oh humanity. Knowledge of the past will bridge understanding of the present situation as well as the future. Adeoti&Adeyer (2012) concluded that the major challenges of historical research revolve around the problems of sources, character of historical knowledge, objectivity, explanation, choice of subject, and the peculiar problems of contemporary history. Indicator 3 stated as “Limited activity for the class to do on-site maps, photography and present creatively students ‘outputs’”gained an average weighted mean of 4.05 with verbal interpretation of often and ranked as 3rd. The teachers often have limited activity for the students to experience doing tasks necessary to furtherthe appreciation of History. Planning these activities could be challenging for the respondents. Jamilu (2010) stressed that exposing students to realities of their environments and allowing then to have direct experience will help them gain knowledge of the social studies content. Indicator 1 stated as “Limited evidence of group work, pair work and other innovative methods” gained an average weighted mean of 3.95 with verbal interpretation of often and ranked 4th. The finding proved that the teachers often encountered restriction in the conduct of small group works and the utilization of activities which are more dynamic. The challenge then is maintaining an active classroom during History lesson development. According to Raja & Saeed (2012), group work and pair work is effective not only for classroom interaction but when these are combined with other strategies. Indicator 4 stated as “Limited activities to appreciate student’s life history, experiences and ambitions” gained an average weighted mean of 3.89 with verbal interpretation of often and ranked 5th. The teacher-respondents often have limited activity devoted for soliciting students’ experiences and life’s history. The purpose of this kind of learning activities in History lessons is to allow students to share their outlook in life and to have thorough understanding of the students’ beliefs and views as well as personal and societal values. The overall weighted mean of the challenges in teaching history lessons in terms of Learning Activities was 4.02 interpreted as Often (O). The respondents often encountered challenges in selecting and conduct of learning activities in teaching History lessons.

Instructional Resources/Materials

Table 4 shows the average weighted mean, verbal interpretation and rank of the challenges in teaching History lessons in terms of Instructional Resources/Materials.

Table 4
Challenges in Teaching History Lessons in terms of Instructional Resources/Materials

Instructional Resources/Materials	AWM	VI	Rank
1. Always on the lookout for useful handouts, printed materials and non-print resources	3.89	O	6
2. Lack of suitable textbooks, equipment and other essential teaching aids	4.16	O	4
3. Lacks special room or corner to store anything historical	4.37	A	1
4. Limited historical material relevant to students’ contemporary experiences and local awareness	4.26	A	2
5. Inadequate venue to study a variety of evidence (e.g., photographs, artifacts, old newspaper and old letters).	4.26	A	2
6. Limited screen feature films, documentaries and slides in the classroom	4.16	O	4
Overall Weighted Mean	4.18	Often (O)	

The indicator 3 stated as “Lacks special room or corner to store anything historical” gained an average weighted mean of 4.37 with verbal interpretation of always and ranked as 1st. A special room or corner for instructional aids and devices for teaching History was perceived by the respondents as wanting. This particular room or corner is useful such as for easy access of the needed materials or teaching aids and for safe keep or storage purposes. Tuimur&Chemwei (2015) suggested the presence of Social Studies classrooms in schools.

Indicator 4 stated as “Limited historical material relevant to students’ contemporary experiences and local awareness” and indicator 5 stated as “Inadequate venue to study a variety of evidence (e.g., photographs, artifacts, old newspaper and old letters)” gained an average weighted mean of 4.26 interpreted as always and ranked as 2nd respectively. Findings revealed that teacher-respondents

encountered insufficiency of historical materials and variety of historical evidences that helps build local awareness and a venue to study primary and secondary sources of history.

Indicator 2 stated as “Lack of suitable textbooks, equipment and other essential teaching aids” and indicator 6 stated as “Limited screen feature films, documentaries and slides in the classroom” gained an average weighted mean of 4.16 with verbal interpretation of often and ranked 4th respectively. Findings revealed that the teacher-respondents often encountered insufficiency of essential teaching aids, textbooks and equipment (e.g., computer units, projector, screen and audio gadgets/equipment). There may be instances that students share books during the discussion. They also encountered inadequacy of needed films/videos, documentaries and slides as instructional aids in teaching History. With these given challenges, teachers really have to be resources to find alternative solution. Oakes (2014) reiterated the importance of textbook as instructional materials and primary means through which students gain access to the knowledge and skills.

Indicator 1 stated as “Always on the lookout for useful handouts, printed materials and non-print resources” gained an average weighted mean of 3.89 with verbal interpretation of often and ranked as 6th. Findings revealed that the teacher-respondents are often on the look for historical text, handouts or soft copies of lectures which are valuable to supplement the teaching of History lessons. This could also mean that the reference materials and other printed materials the teachers have are insufficient. Teachers may have supplemented the contents in History lessons from internet sources.

The overall weighted mean of challenges in teaching History lessons in terms of instructional resources/materials was 4.18 with verbal interpretation of Often (O). The respondents often encountered difficulties in the selection, preparation and usage of instructional resources/materials in teaching History lessons.

Strategies as Intervention to Help Overcome the Challenges met in Teaching History Lessons

Table 5 shows the average weighted mean, verbal interpretation and rank on the strategies the teachers employ to help overcome the challenges met in teaching History lessons.

Table 5
Strategies to Overcome the Challenges Met in Teaching of History

Indicators	AWM	VI	Rank
1. Employ varied approaches for teaching (student-centered and teacher directed)	4.68	SA	2
2. Use of history classroom activities (use historical fact as evidence for arguments; student presentations of interpretations, making speeches and debating)	4.58	SA	4
3. Use of history research assignments (students research for facts and counter facts)	4.47	SA	8
4. Use of graphic organizers, note-taking and maps to develop main concepts	4.79	SA	1
5. Use of images/media/multimedia/technology as sources for historical interpretation	4.53	SA	6
6. Use of counterfactual approach (what would have happened if)	4.58	SA	4
7. Careful preparation, organization of the room space and constant assistance and supervision.	4.53	SA	6
8. Allow opportunities for students to present information about their personal and family histories and ancestors	4.37	SA	10
9. Present topics in History in varied activities	4.68	SA	2
10. Use individual, pairs and group presentation/reports to different learning activities	4.47	SA	8
Overall Weighted Mean	4.56	Strongly Agree (SA)	

Indicator 4 stated as “Use of graphic organizers, note-taking and maps to develop main concepts” obtained the highest AWM of 4.79 (rank 1st) interpreted as Strongly Agree. The respondents strongly agreed that to address the challenges met in teaching History lessons and to be effective in presenting concepts in History, they should use graphic organizers, note-taking and maps. There are historical concepts which are hard to comprehend on the students’ level without proper guidance from a teacher who is more knowledgeable. With the teacher’s use of graphic organizers and maps (e.g., concept map, cluster map, diagrams, flowcharts, fact storming web and many others) the difficulty in comprehension of historical facts, concepts, and generalizations will be addressed.

Indicator 1 stated as “Employ varied approaches for teaching (student-centered and teacher directed)” and Indicator 9 stated as “Present topics in History in varied activities” with AWM which is 4.68 (rank 2nd) and with verbal interpretation of strongly agree respectively. The respondents strongly agreed that to address the challenges met in teaching History lessons, they have to vary their instructional approaches as well as combine methods and techniques. The Kto12 instruction in the country prefer student-centeredness of teaching but Social Studies teachers should also look and employ appropriate and effective teacher-directed approaches and strategies in teaching History. Teachers should not rely on a limited number of strategies and learning activities because people learn best in different ways and instructional approaches and strategies and activities that helps one student may have little value for another. The results of the study of Bolinger & Warren (2007) suggests that among both elementary and secondary social studies teachers, passive methods are used more frequently than active which could be attributed of not having a sophisticated understanding of the methods practiced in the social science and historical disciplines.

Indicator 2 stated as “Use of history classroom activities (use historical fact as evidence for arguments; student presentations of interpretations, making speeches and debating)” and Indicator 6 “Use of counterfactual approach (what would have happened if)” obtained an AWM of 4.58 (rank 4) and with verbal interpretation of strongly agree respectively. The respondents strongly agreed that to address the challenges met in teaching History, classroom should accommodate active history related activities. These activities can be done though individual and/or cooperative works. These kind of activities according to Cavanagh (2015) allows understanding of the unit content and in maintaining learners’ interest during the sessions. The respondents of the present study also strongly considered that the use of counterfactual approach will stimulate students to think and be critical. Lessons in History may contain response items such as “what if” questions.

Indicator 5 stated as “Use of images/media/multimedia/technology as sources for historical interpretation” and Indicators 7 “Careful preparation, organization of the room space and constant assistance and supervision” obtained an average weighted mean of 4.53 (rank 6th) and with verbal interpretation of strongly agree respectively. The respondents strongly agreed that to overcome the challenges and to further enhance the effectiveness of teaching History, historical interpretation have to be supplemented by the use of visual images and multimedia and gadgets. 21st century teachers are more exposed to new trend in technology, therefore, providing and utilizing the necessary materials allows students to give personal analysis and explanation to historical accounts, world events, claims of personalities in history and many others. According to Muchilwa (2015) learning is more effective when Historians and teachers of History use teaching aids in which several senses are involved in the learning process. Moreover, the respondents of the present study found it very useful to maintain an organized classroom and positive learning environment for a successful execution of lessons. Gablinske (2014) acknowledged that the pleasantness of classroom atmosphere builds trust, respect, collaboration with students and allows sharing of own personal stories with others in the classroom.

Indicator 3 stated as “Use of history research assignments (students research for facts and counter facts)” and indicator 10 stated as “Use individual, pairs and group presentation/reports to different learning activities” obtained an average weighted mean of 4.47 (rank 8th) and with verbal interpretation of Strongly Agree respectively. The teacher-respondents strongly agreed that giving the students assignment like History research/investigation can enhance teaching and appreciation of history. Students’ conduct of research assures them the steady development of complex intellectual skills. Respondents also approved that planning and employing learning activities like group dynamics and individual presentation of outputs are considered strategies to address the challenge of inactiveness of students in History lessons. Weimer (2013) explained that deeper awareness of small group processes can enhance the teaching effectiveness through improving their ability to raise student participation and communication levels.

Indicator 8 stated as “Allow opportunities to students in order to present information about their personal and family histories and ancestors” obtained an average weighted mean of 4.37 (rank 10th) and

with verbal interpretation of strongly agree. The respondents strongly agreed that teaching history will be enhanced if histories that are relevant and important to students (personal, family and ancestors) will also be given attention and time for discussion in the class where the topic/lesson is applicable. These histories which are more personal to students are therefore more relevant to them. Students have to be given the opportunities to express their ideas, their beliefs, values and traditions. In teaching and learning process, these particular activities allow active participation and engagement.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the researchers have found that maps, textbooks and computer units were the most used resources/materials in teaching History lessons in Secondary Social Studies (AralingPanlipunan). The most encountered challenges in teaching History lessons were none conduct of trips to national and local historical and cultural sites and a day devoted for the conduct of activities and competitions related to history; the limited opportunity to conduct local survey and interviews; and the deficiency of special room or corner to store and keep anything historical. The strategies strongly agreed upon by the respondents that can help overcome the challenges met in teaching History lessons were the use of graphic organizers, note taking and maps to develop main concepts; the utilization of varied approach for teaching history topics from student-centered and teacher directed approaches; and employing varied activities so students can see that history lessons has many ways of being presented and learned.

Based on the findings, it is suggested that Social Studies teachers along with the school heads include in the school's calendar of activities the conduct of History Day activity which will allow the students to participate in any activity and competition of their choice, thus, increasing their interest in history. For a more realistic students' learning, a trip to local historical and cultural site have to be pursued. Continue provide the students the opportunity to conduct simple historical research to further their knowledge and understanding of historical facts, events and phenomenon. Teachers have to be resourceful, innovative and creative in making and selecting various instructional resources appropriate in teaching History lessons. They need to engage in in-service training sessions to help them identify different types of technologies that can be used to enhance the teaching of History. They also have to engage students in selecting, making and use/manipulation of instructional resources in History for this will arouse the interest of the students. For the instructional resources in History be well kept for future usage, visual aids bank for Social Studies may be identified. Lastly, the conduct of similar study with wider coverage to validate the findings of the present study is encouraged.

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