COMPUTER-AIDED INSTRUCTION IN SOCIAL STUDIES FOR FIRST YEAR HIGH SCHOOL STUDENTS OF ZAMBALES NATIONAL HIGH SCHOOL

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by
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The study hereto attached entitled

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ABSTRACT

This study aimed to identify the effects of Computer Aided Instruction in Social Studies in the students of Zambales National High School.

The descriptive research design was used in the study. This type of research describes what exists and may help to uncover new facts and meaning. Collection of data which will be used in the description of individuals, groups or situations was done through questionnaires, unstructured or informal interviews and observations.

The main instrument of the study is the questionnaire. It consisted of three parts. The first part covers the profile of the respondents which includes age, gender and economic status. The second part covers the respondents' perception on the traditional instruction in social studies. The third part covers the respondents' perception on the proposed computer-aided instruction in social studies.

Observation and unstructured or informal interview was conducted to sufficiently add information about the study.

The researchers made use of convenience sampling technique, using twenty (20) first year students officially enrolled in social studies subject and fifteen (15) Social Studies teachers in Zambales National High School.

The respondents were students officially enrolled in Zambales National High School and teachers of social studies during the school year 2011-2012.

Results showed that most of the respondents belong to age group of 13-18 with a mean age of 24.24, most of which were female. Majority of the respondents

have a monthly family income ranging from Php 10,000.00 to Php 14,999.00. The mean income is Php 11,785.00.

The average weighted mean of respondents' perception on the Traditional instruction in social studies in terms of learning content is 3.52 interpreted as very effective.

The average weighted mean of respondents' perception on the Traditional instruction in social studies in terms of operation and manipulative mechanism is 3.70 interpreted as very effective.

The average weighted mean of respondents' perception on the Traditional instruction in social studies in terms of speed is 3.73 interpreted as very effective.

The average weighted mean of respondents' perception on the Traditional instruction in social studies in terms of aesthetic value is 3.76 interpreted as very effective.

The average weighted mean of respondents' perception on the computer-aided instruction in social studies in terms of learning content is 4.46 interpreted as very much effective.

The average weighted mean of respondents' perception on the computer-aided instruction in social studies in terms of operation and manipulative mechanism is 4.48 interpreted as very much effective.

The average weighted mean of respondents' perception on the computer-aided instruction in social studies in terms of speed is 4.34 interpreted as very much effective.

The average weighted mean of respondents' perception on the computer-aided instruction in social studies in terms of aesthetic value is 4.46 interpreted as very much effective.

The computed t value which is -10.56 is less than the t tabular value which is 3.18, therefore, accept the null hypothesis. Thus, there is no significant difference on the effectiveness of the Traditional and Computer-Aided Instructions in Social Studies as perceived by the respondents.

Based on the findings of the study, the following conclusions were drawn. (1) A typical respondent belong to age group of 13 - 18 with a mean age of 24.24 years, most of which were female. Majority of the respondents have a monthly family income ranging from Php 10,000.00 to Php 14,999.00. The mean income is Php 11,785.00; (2) respondents perceived the effectiveness of the Traditional instruction in social studies in terms of learning content, operation and manipulative mechanism, speed and aesthetic value as very effective; (3) respondents perceived the effectiveness of the computer-aided instruction in social studies in terms of learning content, operation and manipulative mechanism, speed and aesthetics value as very much effective and (4) there is no significant difference on the effectiveness of the Traditional and computer-aided instructions in Social Studies as perceived by the respondents.

Based on the findings and conclusions made in the study, the following recommendations were given. (1) Integration of computer-aided instruction software in social studies instruction in the secondary level; (2) development of similar

computer-aided instruction software for other subjects applicable in other levels in the secondary education; (3) conduct of further studies and systems development which will address the limitations of this study especially on features and additional functions of the system for better and more effective CAI software; and (4) the development of generic computer-aided instruction software which can be used in all subject areas wherein lessons and other contents can be programmed or uploaded by the administrator or user for a more flexible CAI system.