

UNCOVERING SOCIAL AWARENESS THROUGH PRESCRIBED THEMES OF WORLD HISTORY UTILIZING REEVES REFLEXIVITY: AN ACTION TOWARDS THE DEVELOPMENT OF A PROTOCOL PROGRAM FOR SOCIAL AWARENESS

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Abstract- It was found out that the themes in world history that undergone social processes (social sensitivity, social insight and social awareness) helped the students in developing awareness as shown evident on their inventory scores' weighted average. Moreover, the themes derived from their reflexive journal after the tedious data triangulation revealed consistency and association. Furthermore, the pre-test and post – test scores of the students on social awareness exhibited significant difference and this allows the researcher to conclude that the intervention of reflexivity provided a significant difference on the student's scores. These results aided the researcher in the development of a Social Awareness Program or "The YOUTH Program". It aims to equip students with valuable experiences as they apply the concepts gained on social awareness on a community level.

Keywords- Social Awareness, World History, Themes, Reflexivity, Instruction

I. THE PROBLEM AND ITS BACKGROUND

The 21st century literacy education have stressed the prime importance of social awareness or social literacy and have considered it as one of its major theme. Social Studies is one of the major field of discipline in the K-12 curriculum in the Philippines and in other countries around the globe. As a field of discipline, it is being stressed that Social Studies is an integral discipline that creates an umbrella of connectedness among different akin of our society, to demonstrate unison among other fields "outside the scope of the natural sciences". Consequently, the discipline goals the development of social awareness and global perspective to every individual in order to attain meaningful understanding of this macroscopic society. (National Council for Social Studies)

The Philippine education has an enduring emphasis on the field of Social Studies or Araling Panlipunan. It starts from the primary education with a stress on the familiarization of oneself as Filipino and the country as Philippines; the intermediate level which has an impact on the appreciation of the rich cultural Philippine Legacy that traces back from the pre – colonial age to contemporary age. The Junior High School Level puts much more emphasis on the association of the Philippines as part of the bigger community; of the international world and as an active participant in the international affairs. One of the discipline under Social Studies is the Grade 9 Social Studies or World History.

The teaching of World History has the goal of inculcating in the mind of learners the pertinent role of each nations of the world, as global community, in the development of peace across each borders; despite differences in geography, economy, history, ethnicity, society and government.

This aim of World History, as planned by the Department of Education, is a reflection of a very wide assumption that can only be seen through abstract themes that is very silent if one will only depend among standardized test and mere observations. These underlying themes can gauge students understanding of the major tenets of World History: History, Geography, Civilization and Government. The salient themes can be very different from the numerical values revealed by any standardized test; the themes can be forms of awareness, profound knowledge or new knowledge that can help in the delivery of a more enhanced instruction. The social literacy or awareness through social heritage, as defined by the 21st Century Education themes, is a germane objective for social studies.

II. CONCEPTUAL FRAMEWORK

Crawford & Kirby (2008), on a study concerning student's global awareness made mentioned of the prime importance of student's maturity on their "knowledge, skills and attitudes deemed necessary for future employment and for building successful relationships in an increasingly interconnected and pluralistic society."

Indeed, seldom studies refers to Filipino's awareness among social issues. Despite its rarity, the study on student's awareness should never be set aside for "the integral purpose of education is to prepare learners for global citizenship through the development of global awareness; the hallmark of modern educational thought and reform". (Postman, 1995). The phenomenon is not "how many" but "how significant". Most importantly, the most significant is most of the time silent and covered. The study "Uncovering Social Awareness through Themes of

World History Utilizing Reeve's Reflexivity" allows reflexivity as a process to discover the students'

awareness among global issues under the tenets of world history or Kasaysayan ng Daigdig.

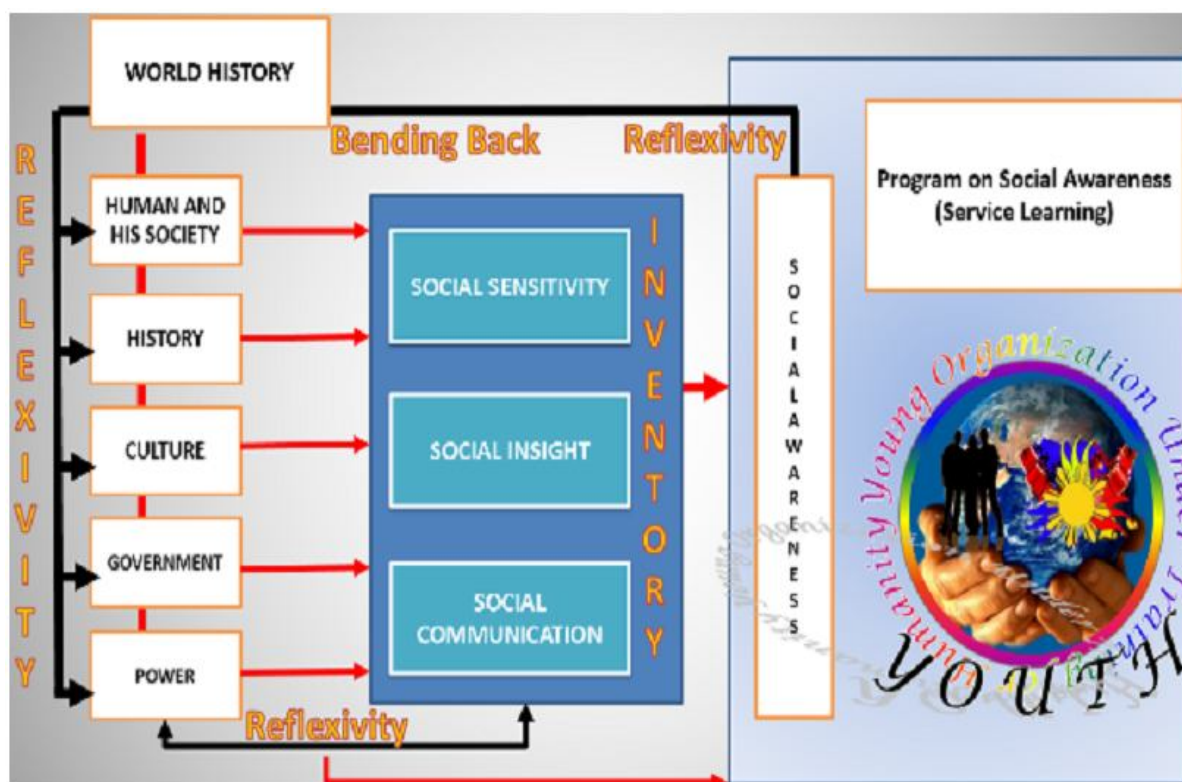


Figure 1 Research Paradigm

The idea of Greenspan, Albrecht, Parsons and Bargh was scrutinized as to how these important ideas can be converged with one big idea. Reeve's Reflexivity found convergence with the four foundations. As used in social research, reflexivity provides the process of bending backs on. This action expose an entity to reflect in his / her action (micro – level) and to relate the reflection to macroscopic setting. This process is a creative way of forming principles and judgments. Sheldon (1996) matches the social awareness hierarchy of Greenspan in his model of social awareness that focus on the inward and outward perception, analysis and evaluation of the influence.

The concept of reflexivity accentuates the possibility of social awareness through reflection of important ideas, events or entities affecting the society. From micro level themes to a more optimistic macrocosm, reflexivity found convergence with Parsons and Bales (1968), Barrgh (1990), Greenspan (1996) and Sheldon's (1996) theoretical keystones on social awareness.

III. STATEMENT OF THE PROBLEM

To uncover social awareness is another leap in the demands of the 21st Century education. This research sought to uncover social awareness in the study of world history through themes in the assumption that this can be very efficient in the

discovery of new learning. To carry these goals of the study, this study will aim to answer the following specific questions:

1. What is the level of achievement of the learners as shown in the pre – test post – test?

2. What is the level of awareness of students based on the social inventory provided on the following stages:

2.1 Social sensitivity

2.2 Social insights

2.3 Social communication

3. What is the correlation of their post – test performance on the level of awareness in terms of the following stages:

3.1 Social sensitivity

3.2 Social insights

3.3 Social communication

4. From the results above, what program / Service Learning on Social Studies can be developed that will help in the uncovering of social awareness among students?

Methodology

IV. RESEARCH DESIGN

A mixed – method research design was used as the backbone of the methodology. Creswell (2012) explained that mixed – method in research uses both qualitative and quantitative treatment on the collection, analysis and interpretation of data on a single study “to understand a problem”. Onwuegbuzie & Leech (2004), added, mixed method research allows the researcher for methodological pluralism usually resulting to a “superior research” by “incorporating the strengths of both qualitative and quantitative research.”

The study was patterned on the Explanatory Sequential Design. This design allows the study to identify elements among themes of world history that is contributing to social awareness. The explanatory sequential design introduce the process by collecting and analyzing quantitative data; the second phase allows the collection of qualitative data, as follow –

up to the quantitative results. Rossman and Wilson (1985); Tashakkori and Teddlie (1998) & Creswell (2003), as cited by Ivankova (2006), rationalize that the utilization of the quantitative data provides a general understanding of the research problem. The analysis through the qualitative data, on the other hand, refine and explain the statistical results by exploring participants’ view more in-depth.

V. Results and Discussions

Utilizing a mixed – method design allows the researcher to make sense with both quantitative and qualitative treatment of data. As for the quantitative discussion, the following revealed salient results of the study:

1. There is a significant difference on the performance of the students on the pre – test and post-test.

	PRE TEST (50) Mean	POST TEST (50) Mean	PAIRED SAMPLE CORRELATIONS	Test of Significant Difference (Paired t -test)
CLASS SMG (30)	25.77	32.33	.769 Strong relationship	t = -9.82 df = 29 (1.69) Reject Ho
CLASS SJM (30)	26.90	31.97	.867 Strong relationship	t = -7.65 df = 29 (1.69) Reject Ho

Table 1 : Analysis of Pre - Test and Post - Test Scores

The table of pre – test and post – test, as shown above, reveals the increase on the mean of the two classes who finish the process of reflexivity and social awareness. The result of the paired sample correlation tests of the score, for both classes, exhibited a strong relationship for pre and post-tests. The findings above reflects the study of Shulman (1987) and Grossman, as cited in Ornstein, Thomas, & Lasley (2000). Both findings revealed that

awareness increases as the students gained understanding of the subject matter enabling the teacher to teach effectively; making the students “become well informed to develop their civic competence”.

2. The three social processes leading to social awareness have shown “Moderate awareness

	SOCIAL SENSITIVITY	SOCIAL INSIGHTS	SOCIAL COMMUNICATION
CLASS SMG (30)	3.83 MODERATELY AWARE	3.84 MODERATELY AWARE	3.98 MODERATELY AWARE
CLASS SJM (30)	3.78 MODERATELY AWARE	3.79 MODERATELY AWARE	3.86 MODERATELY AWARE

Table 2 The Social Process

Table 2 presents the weighted average of the two classes that undergone the social inventory stage. Applying Sheldon’s interpretation on social awareness(1996), the moderately aware level explains

that the grasp of concept is evident and is being applied in the circle of the individual but not on the extent of being excellent or fully aware; since fully aware requires the group to create plan of actions for

a macrocosm of different individuals. In Reeve's vocabulary, this falls on the Readiness for Action Outcome in which the learning process lead to heightened self – awareness but must find an avenue in which the students could apply their concepts for functional awareness.

3. The post test scores of the students from the awareness examination among the themes of World History have shown moderate to strong correlation with the result of the social inventory; therefore, scores from the post – test bears important connection with each part of the social process.

Pedagogical Content Knowledge of Shulman (1987, 1986) helps us understand that pedagogy is significantly related to student learning. In this study, the students undergone both content – based examination on social awareness using the themes of World History.

The scores of the post – test exposed a significant difference with the pre – test as seen evidently with the class mean of the two different sections. The social inventory assessment on the three process have shown moderately aware results in relation to students affect. In the study, a strong relationship was discovered after conducting a Pearson's Test for correlation on the post – test scores vis – a – vis inventory scores. This means that as the scores on the post – test increases, the social processes acts positively on the individual making him socially aware. In the works of Greenspan, the results reflect the attainment of social awareness as the students exhibited "connection with the cognitive (concept), affective (attitude) and psychomotor (application and interpersonal interactions) domains of holistic learning". This makes Reeve's reflexive function seamless with the different themes of world history, attaining social awareness through reflexive actions.

Qualitative Themes

The explanatory research design enabled the researcher to utilize both quantitative data analysis and qualitative treatment of data. Utilizing Collaizi's Method of Data Analysis, data triangulation was applied resulting to the discovery of themes. The qualitative data were derived from the journals and focus group interviews. From the data gathering procedure, the following themes were discovered:

Deductive Reasoning

"evidences on the theme have shown numerous specific details before leading to conclusion. The best evidence is on the discovery of power on the other themes; leading them to a conclusion that each theme is related to power"

Association / Relation

" focus journals helped students relate historical concepts with the present day situation. They were

able to draw conclusions matching historical criticism like cyclical or repeated events; linear events."

Excellence

Excellence from the transcribed conversations of the students shows that when the students are challenged on a (certain) task, the more they will be curious on discovering the answer. Communication is one of the subthemes of Excellence. Many essences found on the conversations. Academic conversations and sharing stiffens competition as more and more varying ideas surrounds that learning environment.

Evidence - based

"reflective journals that is part of the research process is guided. A student is free to choose what social issue he / she will analyze for the next ten days. Their journals possess evidences from both local and foreign literature".

Qualitative Themes discovered during the Social Processes after applying Reflexivity.

Social Sensitivity

o Empathy

Communion

Extensive ability to recognize rules

The qualitative transcriptions derived from the Social Inventory and the learning journal of the students relates with Greenspan's criteria of social processes. Greenspan (1981) specified that "the other important characteristic of socially sensitive people is having extensive knowledge of social rules and norms. They express deep concern about the appropriateness of their behavior and the behavior of others." From the data triangulation, the Theme Empathy relates with communion and recognition of rules.

Social Insight

o Consistency

Objective Judgments

Protocol

Social insight was define by Greenspan (1981) as the ability to understand the process. From the social inventory and the focused group discussion, utilizing Collazi's data triangulation, the theme CONSISTENCY was derived and this makes congruence with Greenspan's social evaluation which follows a strict process of creating judgment after following moral and ethical principles.

Social Communication

o Integration

Evaluation

Influences

Social Communication refers to the process in which the individual can easily adopt with the social phenomenon and could process easily the thoughts

objectively as he carefully analyze the situation. From this process, Integration was discovered as the students applied theoretical concepts from the issues being analyzed. They even suggest proper ways of addressing a phenomenon. Most obvious on this process is the student's ability to create influence as they tackle a problem. Greenspan underlines on his dissertation that creation of influences is the beginning of application.

4. What program / Service Learning on Social Studies can be developed that will help in the uncovering of social awareness among students?

The Program YOUTH (Young Organization Under Training for Humanity) is a service learning program on Social Studies that utilizes reflexivity as its process. It found convergence with Greenspan's social processes and Reeve's reflexivity. It emphasizes leadership, knowledge and self – awareness as part of holistic development (Doherty, 2003). As part of the program, each session will use reflexivity as concluding activity allowing the student to realize what has been formed to him each program day.

A module was develop and it highlights the competencies on becoming an effective leader.

CONCLUSIONS

1. The level of achievement of the students as have increased significantly as shown in the pre – test and post test scores. There is a significant difference on the pre – test and post – test score as shown in the T-Test.
2. The students have a moderate awareness.
3. There is a strong correlation between student's post test scores and the scores on the social processes (from the social inventory).
4. The YOUTH Program is the Protocol Program for Social Awareness developed from the result of Reeve's reflexivity.

RECOMMENDATIONS

1. From the result of the study, the Social Studies teachers must undergo serious reflection of their learning plans to allow Araling Panlipunan subjects be an instruments of social awakening among students starting from early grades.
2. Reflection journal and observation notes must lead to profound uderstanding of connections in most History subjects to understand the connection of the past, present and future.
3. Araling Panlipunan Subjects must show connection from global perspective leading to local actions. In

this manner, the transversal competencies of the 21st century in Araling Panlipunan will match the needs of our 21st century learners.

4. From the results delivered by this study, the schools may plan an action research regarding social awareness and design programs that will harness and will make students more oriented with the current trends and issues of their present society today.

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