SMCC Higher Education Research Journal
ISSN Print: 2449-4402 · ISSN Online: 2467-6322
Volume 5 · August 2018

Traditional and Constructivist Teaching Approaches and Student Academic Performance in Social Studies

RENE A. JAPITANA
http://orcid.org/0000-0002-4004-7247
Honeyken1408@yahoo.com
Saint Michael College of Caraga, Philippines

Gunning Fog Index: 14.53 • Originality: 99% • Grammar Check: 99%
Flesch Reading Ease: 36.46 • Plagiarism: 1%

ABSTRACT

An effective teacher incorporates a wide-ranging repertoire of various teaching and learning models, strategies, and techniques and is aware of the way to produce the right conditions for learning. This study was done to compare the constructivist approach and traditional approach to teaching and to determine their effectiveness in teaching social studies concepts. Two sections of the grade seven students of Saint Michael College of Caraga were involved. Learning plans and a checklist were developed according to constructivist and traditional approaches to teaching. The students' academic performances were compared, and the significance of their difference was determined using the t-test. After the study was conducted, it was found out that the students who were exposed to the constructivist approach and traditional approach to teaching had no significant difference in their academic performance after two grading periods. The study showed that there was no single better approach to teaching social studies. Educators and administrators can encourage their teachers to experiment with how useful constructivism and the traditional approach in other subject areas It was recommended that the administrators can provide training on the traditional and constructivist approaches with their teachers in planning activities in social studies.

KEYWORDS

Constructivist Approach, Traditional Approach, Social Studies, quasi-experimental research design, Philippines

INTRODUCTION

Effective teaching covers a broad scope. An effective teacher incorporates a wide-ranging repertoire of various teaching and learning models, strategies, and techniques and is aware of the way to produce the right conditions for learning. What effective teachers do is continually attend to students' work, observe whether students are learning or not, and then adjust their practices consequently to the needs of the students. To argue that some teaching and learning methods are ineffective do not mean that there is only one correct way to teach. Whereas analysis suggests some practices are more practical than others, it also implies that since teaching is a complicated business, the teacher must be competent in choosing an appropriate approach to teaching. The teacher is concerned with various strategies in the teaching and learning process. Social studies teachers, like the rest of subject teachers, have different kinds of approaches to teaching. However, they have observed that what the students picked up in class is not practiced at all in real life. Social studies manifest that student's find difficulty in getting a meaningful learning experience; thus, evidence of a lack of connection between classroom work and actual life.

Per observation and from interviews made with some of the colleagues of the researcher, teachers have complaints of students who can memorize data in this course but lack the skill on fully understanding these data. Many students cannot get the implication of these events to life and living. That implication should have been the focus of their learning; however, this is not manifested in the classroom. Present and past events in social studies should have been a motivating springboard for discussion, but these are still wanting within the social studies classroom. The objective of social studies teachers is to promote the development of productive citizens. Zevin & Boyle-Baise (2009), the teaching of social studies aims at the promotion of civic competence. Social studies help learner foster critical thinking abilities prepares him or her to participate competently and productively as concerned citizens, and to address societal and global concerns using literature, technology, and alternative recognizable community resources. Social Studies educate learners on becoming patriotic and responsible citizens by teaching them their roles and responsibilities, particularly in social and civic affairs.

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing possible connections and applications. In addition to the skills unique to social studies, some skills enhance students' abilities to learn, to make decisions, and to develop as competent, self-directed citizens (Ananiadou & Claro, 2009). Social studies could fulfill its goals in developing good citizenship, identity and Filipino values

through real-life learning outcomes such as problem-solving and develop creative and critical thinking skills. It requires that students can use their knowledge about their community, nation, and the world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Social studies teachers in high school are made aware of these objectives. However, there are some teachers particularly at Saint Michael College of Caraga who have observed the vast gap between the goals and the competence of their students. They have complaints regarding students who have not yet achieved the competencies of this discipline.

The teachers claim that they have tried to use different strategies in their instruction. Some teachers say that they use a traditional approach to the teaching of social studies. Others recommend alternative approaches such as constructivism, to the teaching-learning process in social studies. But none of them have declared any successful attempt in the use of their methods or strategies. Teachers say there has been no consistent evidence of students who can practice civic consciousness and responsible citizenship. Most of the students master the facts and figures related to the discipline but seldom can they connect them with the realities of society which is the ultimate purpose of social studies. This condition motivated the researcher, who is a part of the social studies department, to undergo a study on an appropriate and practical approach to the teaching of social studies fit for the intellectual capacity of students at Saint Michael College of Caraga. He decided to conduct a study on which approach can improve more the social studies skills of the students through working on two approaches. He wanted to see after a grading period which could be more helpful for the grade 7 students in the development of their academic performance. The purpose of this study is to find out if there is an improvement in the school performance of the students exposed to constructivist approach and traditional approach to teaching after a grading period.

FRAMEWORK

This study is anchored on the Social Learning theory while helps teachers to understand how people learn in social contexts (learn from each other) and informs how teachers, construct active learning communities. Lev Vygotsky, a Russian educator, and psychologist, first stated that one learns through interactions and communications with others. Vygotsky examined how social environments influence the learning process. He suggested that learning takes place through the interactions students have with their peers, teachers, and other experts. Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. Moreover, Vygotsky argues that culture is the primary determining factor for knowledge construction. One learns through this cultural lens by interacting with others and following the rules, skills, and abilities shaped by our culture (Freund, (1990).

Vygotsky argued, "That language is the primary tool that promotes thinking, develops reasoning, and supports cultural activities like reading and writing." As a result, educational strategies that support attainment across the curriculum play a significant role in information construction also because of the combination of whole class leadership, individual and cluster coaching, and independent learning. Moreover, lecturers must be compelled to give a chance to students for a managed discussion concerning their knowledge (Vygotsky, (1978). The discussion that has a purpose with substantive comments that build upon each other and there is a meaningful exchange between students that end up in questions that promote deeper understanding. Discussion-based classroom using Socratic dialogue wherever the instructor manages the discourse will lead every student to desire their contributions are valued leading to increased student motivation. The teacher, or local topic skilled, plays the vital role of facilitator, making the environment wherever directed and guided interactions will occur.

Several alternative instructional theorists adopted Vygotsky's social process concepts and planned strategies that foster deeper knowledge construction, facilitate Socratic student discussions, and build active learning communities through little group primarily based instruction. Vygotsky acknowledges that learning perpetually happens and cannot be separated from a social context. Consequently, tutorial ways that promote the distribution of skilled data wherever students collaboratively work along to conduct research share their results and perform or produce a final project, facilitate to form a cooperative community of learners. Knowledge construction happens within Vygotsky's social context that involves student-student and expert-student collaboration on real-world issues or tasks that build upon every person's language, skills, and experience formed by each's culture" (Vygotsky, 1978). A contemporary academic application of Vygotsky's theories is "reciprocal teaching," used to improve students' ability to learn from text. During this methodology, teachers and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. The teacher's role in the method is reduced over time. Also, Vygotsky has relevancy to instructional concepts like "scaffolding" and "apprenticeship," in which a teacher or more advanced peer helps to structure or prepare a task so a novice will work thereon with success. Vygotsky's theories also feed into the present interest in cooperative learning, suggesting that cluster members ought to have completely different levels of ability thus a lot of advanced peers will facilitate less advanced members operate inside their ZPD.

The study attempted to gather information about the academic performance of the grade 7 students using the constructivist and traditional approaches to teaching. Students' performance was based on the assessment criteria which are divided into three weighted percentage which is written works 30%, performance task 40% and quarterly exam 30%. The written work component ensures that students can express

skills and concepts in writing. The performance task component allows learners to show what they know and can do in diverse ways. These include skills demonstration, group presentation, and research projects. Quarterly exam measures student learning at the end of the quarter. These may be in the form of objectives test, performance-based assessment, or a combination of (DepEd Order no.8 s.2015). Performance indicators are means to focus on specific expectations of a subject. They facilitate the curriculum delivery methods and assessment procedures. There is a crucial beginning that must precede the development of performance indicators, which is selecting student outcomes. These are typically communicated to students within the program description and are explicit in terms that inform the students concerning the general purpose of the topic and expectations of the teacher. The primary distinction between student outcomes and performance indicators is that student outcomes are supposed to produce general information concerning the focus of student learning and are broadly declared of the result, not measurable, whereas performance indicators are actual, measurable returns students should meet as indicators of achievement.

Performance indicators are developed from subject outcomes. A learning outcome is often measured by academic achievement and responsibility (Darling-Hammond, (2000). Mission and goals of the education system typically verify learning outcome. This means that learning outcome transcends cognitive assessment. It includes attitude and values. In research, learning outcome dwells on educational accomplishment and attitude of the students.

The learning outcomes of the grade seven students in the second grading period as the baseline grading performance used various teaching parameters without any specific approach to teaching. While in the third grading period, the academic performance of the students was based on the parameters of teaching in the traditional and constructivist approach. In social studies, the expected learning outcomes of the students are to structure, analyze, evaluate, and support an argument both orally and in writing. Students able to interpret, compare, and contrast ideas. Students demonstrate knowledge of the methods, techniques, concepts, historical, contemporary issues and vocabularies. Academic performance of a student can be regarded as the observable and measurable behavior of a student in a situation. For example, the educational achievement of a student in social studies includes the visible and quantifiable behavior of a student at any point in time throughout a course. Social studies students' academic performance consists of their scores at any time obtained from a teacher- made test. Academic performance is manifested by the observed behavior or expectation of achieving a statement. Currently, in several classrooms, social studies are taught through teacher-centered activities. This involves techniques like memorization of facts, lectures, and a high reliance on textbooks (Rice & Wilson, 1999).

OBJECTIVES OF THE STUDY

This study was done to compare the constructivist approach and traditional approach to teaching; and to determine their effectiveness in teaching social studies concepts.

METHODOLOGY

This study used a quasi-experimental design that compared constructivist and traditional approaches to teaching and learning Social Studies to Grade seven students within the two different classes. Quasi-experimental design involved selecting groups, upon which a variable was tested, without any random pre-selection processes. The division is often convenient and, especially in an educational situation. After this selection, the experiment yield in a very similar way to the other experiment, with a variable being compared between entirely different groups, or over a period. The quasi-experimental design is appropriate in the conduct of the study to compare the two approaches to teaching- constructivist and traditional approaches. The first group was exposed to the constructivist approach which followed the five E's model of instruction and learning process. The experiment was conducted for one grading period. The five E's is an educational model supported the constructivist approach to learning, which says that learners build or construct new ideas on high of their previous ideas. Each of the five E's describes a phase of learning, and every phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The five E's model permits students and teachers to experience normal activities, to use and ride past information and knowledge, to construct meaning, and to continually assess their understanding of a concept. The content topic in which the experiment conducted was " Kolonyalismo at Imperyalismo sa Asya." The students were expected to improve their academic performance in the different areas of assessment as prescribed by the Department of Education- the written work, performance task, and quarterly assessment. In the written work, students were assigned to write a concept paper about the topic "Pagtugon ng Mga Asyano sa Kolonyalismo at Imperyalismo," In the performance task, the students were asked to create and present the multimedia presentation about their case study in the advantages and disadvantages of colonialism and imperialism.

For the quarterly assessment, the teacher conducted a paper-pencil test about the topic during the experiment period. Students who were exposed to the traditional period during the experiment had the same topic and assessment method with the students exposed to a constructivist approach to teaching. The difference lies in the approach. In the written work, students were asked to answer the questions in the textbook after the lecture of the teacher. In the performance task, students were assigned to create the graphic organizer about the topic "Mga Dahilan ng Pananakop ng mga Kanluranin sa Asya." For the quarterly assessment, the teacher conducted a teacher-made test.

Nasipit is one of the large municipalities of Agusan Del Norte. It has two colleges, eleven secondary schools and fifteen elementary schools. SMCC caters students from the different barangays in the municipality and also from the nearby towns. The name Saint Michael's Institute (SMI) was replaced with Saint Michael College of Caraga (SMCC) as suggested by Mrs. Vanica P. Del Rosario during the first SMI General Assembly. On February 16, 2002, the name was duly approved by the Securities and Exchange Commission. In 2002 Dr. Dennis P. Mausisa unveiled the SMCC's Vision 2020 with the flagship program "Magbayanihan Tayo." SMCC's Vision 2020 is a long-range master plan of SMCC for seven key areas: Personnel, Institution and Curriculum, Physical Plant and Facilities, Library, Student Services, Community Extension Service, and Research and Accreditation. At present, SMCC is getting Bigger, Better, Stronger, and Holier.

SMCC offers Basic Education from Preschool, Elementary, Junior High School and Senior High School which was consist of 1036 students. In the college department, there are four colleges namely College of Teacher Education, College of Computer Studies, College of Business and Management, College of Tourism and Hotel Management and the College of Criminal Justice. The total population of the college department is 1036 students. The study was conducted at Saint Michael College of Caraga (SMCC) located at the heart of the town of the Municipality of Nasipit. The study involved two various classes of grade 7 students who had the same academic performance after the second grading period. The first group was grade 7 Saint Martha which consisted of 46 students and the grade 7 Saint Therese with 46 students. The researcher used the entire population of the two section in selecting the respondents of the study.

Some ethical aspects were considered in the study. The respondents of this study and their parents were fully informed about the aims and objectives of the study. The researcher informed the respondents of the nature of the study. Fellow practitioners of teaching and educational research validated the instruments used in this research. The researcher formally asked permission to conduct the study from the administrators of Saint Michael College of Caraga.

Two learning plans were constructed each for the two groups. For the first group, the learning plan was based on the parameters of the constructivist approach and the 5 E's method of teaching and learning. The education program for the second group was based on the traditional approach and used the lecture method. The indicators and techniques in criteria of assessment of the academic performance of the students in both groups were based on the written work, performance task, and quarterly assessment.

A checklist on the parameters for each of the two groups was also constructed. Both instruments – the learning plans and the checklist were content-validated by fellow practitioners in the teaching-learning process. The validators were the Executive Director, Academic Director and a Professor in Professional Education subject in The National Center for Teacher Education. The researcher revised the learning plan and the checklist as suggested by the instrument validators.

Each of the two classes was handled by the researcher using the target approaches in the whole length of the third grading period which lasted for two months. Learning plans and teaching materials were previously designed by the researcher to follow the social studies course outline in connection with the principles of constructivist and traditional learning principles and about the teaching materials that were planned previously. The respondents' academic performances were based on the Department of Education criteria, written works, performance task and quarterly assessment. After the grading period, the researcher gathered the data which was the academic performance of the respondents.

The researcher used the second classification performance as the baseline academic performance of the students to compare the difference in the accomplishment in the two grading periods using the two teaching approaches. In the second grading, the content topic during this duration was "Mga Kabihasnan sa Sinaunang Asya." In this grading, there was no particular approach being used in the teaching and learning process to both groups. It was a combination of different approaches to teaching. The assessment criteria on the academic performance of students included the written work, performance task, and quarterly exam. In the third grading period, the content topic during this grading was "Kolonialismo at Imperialismo sa Asya." This was the start of the application of the approach to teaching in each of the two groups. One group was exposed to a traditional approach, and the other one was exposed to the traditional approach to teaching. Both had the same process of assessing their academic performance as prescribed by the Department of Education. This includes the written work which consists of 30%, performance task 40% and quarterly assessment 30%.

The topics for the unit plan includes "Mga Dahilan at Paraan ng Kolonialism at Imperyalismong Kanluranin sa Asya" and "Mga Tugon ng Mga Asyano sa Kolonyalismo at Imperyalismong Kanluranin. The performance task conducted in the traditional approach was writing a reflection journal and creating a slogan about the advantages and disadvantages of colonialism and imperialism. In the constructivist approach, the learning plan followed the five E's model of teaching and learning which was anchored on the constructivist learning theory. The five E's is an instructional model based on the constructivist approach to teaching, which ways that learners build or construct new ideas on top of their old ideas. The five E's can be used with students of all ages.

The five E's allows students and teachers to experience, to construct meaning, and to assess their understanding of a concept continually. In the conduct of the checklist of the parameters that contributed to the better academic performance of the group, the researcher explained to the respondents about the content and the process of the list. The content of the list was divided into two units, the first part was the teacher's strategy, and the other one was teacher's assessment.

The students in Grade 7 students totaled to 251 who were enrolled in Social Studies at Saint Michael College of Caraga, Agusan Del Norte. These students were classified into five sections according to the result of the entrance examination conducted by the

institution. Of the 251 Grade 7 students, 92 were used in the study. The constructivist group was composed of 46 students while the traditional group consisted of 46 students from another section. The researcher used the quasi-experimental design. Thus, respondents were not randomly chosen and assigned into to two groups. The researcher himself chose the 46 respondents in each section.

T-Test. The significant difference in the academic performance in the two grading periods using the traditional approach and the constructivist approach Arithmetic Mean. This would identify in which of the two groups has better academic performance. These tools are applied in the descriptive part of an analysis.

RESULTS AND DISCUSSION

The written work of the students in the traditional group had a 69.56% or 32 out of 46 students belongs to the beginning as to their level of proficiency. In the performance task, 43.48 or 20 out of 46 students were proficient as to their level of proficiency. While in the quarterly exam, most of the students belong to the beginning as to the level of competence which consists of 78.26% or 36 out of 46 students. In the constructivist approach, the written work of most of the students was also at the beginning as to their level of proficiency, which consists of 54.35% or 25 out of 46 students. In their performance task, 52.17% had an advanced level of proficiency or 24 out of 46 students.

Meanwhile, in the quarterly assessment students level of competence were beginning, which is 78.26% or 36 out of 46 students. In the second grading period, students who were exposed to the constructivist approach had an arithmetic mean of 22.94% in their written works while students who were exposed to traditional approach had an arithmetic mean of 22.50%in their written works. The difference between the constructivist approach and was 0.44%.

In the Performance task, students who were exposed to the constructivist approach had an arithmetic mean of 35.82% while students who were exposed to traditional approach had arithmetic mean of 33.85% in their performance task. The difference between the two was 1.97%. Meanwhile, in the quarterly assessment, students who were exposed to constructivist approach had an arithmetic mean of 21.83% and students who were exposed to traditional approach had an arithmetic mean of 21.43%. The difference of their performance in the quarterly assessment was 0.40%. The data show that the students who were exposed to the traditional approach had a mean grade of 77.82% in the second grading which is a Developing level. Students were exposed to the constructivist approach the mean was 80.58%; the level of performance is Approaching Proficiency. The difference lay in these criteria of assessment although differences are not quite significant.

The three domains of assessment, the most significant difference put in the performance task. This indicates that the control group was lower than the other group in different competencies such as skills demonstrations, group presentations, oral works

multimedia presentations, and research projects. This finding was like the study of Vincelette & Bostic (2013) that the class had the pace of the fastest learners and left a lot of students behind. They were expected to memorize concepts or to rote learning dates, names, processes, vocabulary, concepts, definitions, etc. Those who could remember information were considered successful learners, but the rest felt bored, frustrated, and had low results. This method failed to stimulate many students' interest in learning and many young people left school without knowledge and skills to help them aspire and do well in their future lives (Vincelette & Bostic, 2013)

In the study of Shernoff, Csikszentmihalyi, Schneider, & Shernoff (2014) students do not learn to work collaboratively, many get bored, do not learn, and they have little or no change to participate in class. They did not learn problem-solving, group collaboration, public speaking, or research skills that are "just as a handful of the real-world skills that will define success, employability, and competitiveness in the 21st century" (Abbott, 2015). The written work of the students in the traditional group had 39.13% or 18 out of 46 students who belonged to the developing level. In the performance task, 60.87 or 28 out of 46 students were proficient. While most of the students belonged to the beginning of the quarterly exam.

In the constructivist approach, the written work of most of the students belonged to approaching proficiency, which consists of 54.35% or 25 out of 46 students. In their performance task, all the students were proficient, which 100% or 46 out of 46 students. Meanwhile, in the quarterly assessment students level of proficiency were beginning, which is 67.40% or 31 out of 46 students.

In the third grading period, students who were exposed to the constructivist approach had a mean of 24.63% in their written works while students who were exposed to traditional approach had a way of 23.37%. There was a difference of 1.26% in the performance of the class using the constructivist approach from that which was exposed to the traditional method. In the Performance task, there was a difference of 0.53%. This may indicate that the students were more exposed to the traditional approach in the past years. The constructivist approach was new to the students, so they had to adjust to this approach during the first few months of the school year.

As pointed by Chang & Tu (2005) in his interview of the groups of students exposed to traditional approach and constructivist approach, the two groups of students expressed conflicting opinions, and their comments also imply different views of learning. The favorable group seemed to comprehend more with a complicated learning process. On the other hand, the responses of the opposing group indicate that there are barriers to conducting useful discussion, which include insufficient knowledge to conduct effective dialogue and characteristics of group members. These barriers are surmountable by means of better understanding the students' background, and by making modifications to the grouping policy.

As per an interview with the students who were exposed to the traditional approach about their views in the teaching and learning process, they expressed their ease with this

approach. Meanwhile, in the quarterly assessment, students who were exposed to the constructivist approach had arithmetic mean of 22.17% and students who were exposed to traditional approach had arithmetic mean of 22.35%. Several factors could have been prevented the total effectiveness of the constructivist approach. This was because students were used to the traditional approach to teaching. The difference of their performance in the quarterly assessment was 0.18%, in which the traditional approach is greater than the constructivist. The area of the classroom where the constructivist approach was conducted was not suited to the students. The time allotment was not that of enough based on the interview to the respondents. This was also pointed out in the study of Ryan Hannah, (2013) some argue that there is too much of a push towards cooperative learning. They say that many things in today's world require someone to be able to do things individually, and learning to rely on others in cooperative work may stifle their learning. One of the first areas that make a noticeable impact on student success is the physical environment of the classroom. This can pertain to a variety of details. It can be structured, resources, color. These can play a role in determining whether the classroom will be conducive for learning. Each may not have a significant effect individually, however together they can work to strengthen a student's ability to learn (Ellis, Grubaugh, & Egede, 2013)

The data show that the students who were exposed to the constructivist approach had an average mean grade of 81.70% in their academic performance in the third grading described as Approaching Proficiency. Students who were exposed to traditional approach had the same level of performance, approaching proficiency, with a mean of 80.09% in the third grading. The difference in their academic performance was 1.60%. Students who were actively involved in the teaching-learning process had advantageous performance but based on the result it had a slim increase compared to students who were exposed to a traditional approach. Seemingly, the students exposed to the constructivist approach were more familiar with traditional approach since the beginning of the school year. They had the difficulty to adjust to a new approach to teaching. Although the students who were exposed to the traditional approach to education had lower academic attainment, they had more significant improvement in their academic performance in the third grading period compared to those with the constructivist approach based on the baseline grade performance.

In the study of Woodward, Young, & Bloodgood, (1985) in American schools, teachers rely almost entirely on the textbook and textbook materials. According to him, this insured a broader scope and coverage of instruction in social studies as long as the materials being used are adequate and appropriate. In the study of Serbessa (2006) pedagogical shift from the traditional teacher-centered approach, in which the emphasis is on teachers and what they teach, to a student-centered approach, in which the importance is on students and what they learn, requires a fundamental change in the role of the educator from that of a didactic teacher to that of a facilitator of learning. The common element in the active learning approach is that teachers are removed from

their role of standing at the front of a classroom and presenting the material. Instead, the students are placed in the position of teaching themselves, and the instructor is converted into a coach and a helper in this process. Active learning demands not only the teachers as experts in their fields but also the understanding of how students learn. It is a challenge for teachers to accept an active learning approach and thus it is not easy to get teachers to join dynamic learning. It was in cognizance of this fact that teachers were asked about their opinion and expertise on a learner-centered learning approach (Serbessa, 2006).

For the students in the constructivist, seeing the significant shift of the teacher's role in the classroom was a great challenge on their part. To change their position from listener to active participant was difficult and stressful for them. Per interview conducted with the students in the experimental group about their sentiments in the shift of a new approach to teaching, students expressed their views. The data show that students who were exposed to the constructivist approach had an increase of 2.3% in their written works from the baseline grading performance to the third grading period. In the performance task, there was a decrease of 0.9% from second grading period to the third grading period, while in the quarterly assessment there was an increase of 0.4%. In general, an increase of 1.12% in their average arithmetic mean grade was observed from the baseline grade to third grading average grade. In the study of Allen (2004) she pointed out the disadvantages of constructivism as an approach to teaching.

Constructivism calls for the teacher to discard standardized curriculum in favor or a more personalized course of study based on what the student already knows. This could lead some students to fall behind of others. It also removes grading in the traditional way and instead places more value on students evaluating their progress, which may lead to students falling behind but without standardized grading and evaluations teachers may not know that the student is struggling. Since there is no evaluation in the traditional sense, the student may not be creating knowledge as the theory asserts, but just be copying what other students are doing. This only shows that students may experience a decrease in the performance task from the baseline grade to the third grading period (Blackwell, Trzesniewski, & Dweck, 2007).

Meanwhile, students who were exposed to the traditional approach had an increase of 1.4% in their written works from the baseline grading performance to the third grading period. In the performance task, there was an increase of 0.5%from second grading period to the third grading period, while in the quarterly assessment there was an increase of 0.9%. The students in the constructivist approach had a rise of 1.12%, while the students in the traditional approach had an increase of 2.27% in the third grading period. It only shows that the students who were exposed to the traditional approach had a little advantage in the constructivist approach in terms of the increase in their academic performance.

In the study of Cohen & Lotan, (2014) they pointed out that teachers often feel as though they are not doing their job if the students are working together and

actively discussing the material instead of busily taking notes. Since any new idea is likely to be rejected unless teachers examine their theoretical framework and develop their justification for the change, it was suggested that additional quantitative evidence in support of constructivism might encourage more teachers to embrace this teaching style (Shymansky, 1992). Numerous studies have been completed to compare students' learning in traditional and constructivist classrooms. These studies generally based their conclusions on test or quiz scores and student comments or evaluations (Engle & Lord, 1997). As pointed by Capon (2004), discussion sessions are more effective in stimulating the students' interests and assessing their understanding of the material.

On the other hand, lectures also communicate the intrinsic interest of the subject matter. The speaker can convey personal enthusiasm in a way that no book or other media can. Enthusiasm stimulates interest and interested people tend to learn more. However, it may be kept in mind that only well prepared and well-presented student's welcome lectures. While traditional teaching methods are often compared and criticized nowadays because of the incorporation of technological advances in modern teaching methods, one cannot remove traditional methods entirely to achieve an effective education. Students and teachers will benefit more if both traditional and modern methods are fused to create a more effective, fun and interactive learning experience (Graham, 2006).

Previous studies quoted here have indicated effective results on the performance of the students. The researcher discussed the checklist to the respondents thoroughly. Each item of the checklist was categorized into two parts namely the teacher strategy and materials used and the assessment strategy. The table shows that highest percentage of the factors affecting the better group in the study is Previous Knowledge Construction which had a percentage of 97.83 of students in the constructivist group, this was followed by Teacher as Coach who had a percentage of 93.48 of students in the better group and the third in the rank is Students Directed Goals which had a percentage of 91.30.

Meanwhile, among the parameters of the constructivist approach to teaching, the Concept Interrelatedness was the lowest in rank which garnered only 34.78 % of the students in the better group. The implication of this is that if the students in the constructivist group possessed previous knowledge construction of the topics prior to the teaching and learning process of the social studies, the students could have a better scholastic performance. As pointed by VanSledright (2004) a student universally preoccupied with one fact after another to memory based on history textbook recitations, and lectures do little to construct capacity to think historically. Thus, previous knowledge construction has excellent help in the improvement of the scholastic attainment of the better group in the study.

On the other hand, concept interrelatedness had a lower percentage that affected the scholastic attainment of the constructivist group. In the study by Rice & Wilson (1999) social studies educators should encourage their learners to interact in cooperative

learning, and the students needed this. Using high-order thinking skills, constructing their information regarding social studies ideas, students relate room lessons to their lives and experiences (Rice &Wilson, 1999,). Each item of the checklist was categorized into two parts namely the teaching strategy and materials used and the assessment strategy. The highest percentage of the parameters affecting the attainment of the traditional approach was Teacher is the sole leader who had a rate of 97.82 of students in the control group. This was followed by Consequences are fixed for all students who had a percentage of 93.47 of students and the third in the rank was Teacher makes the rules and posts them for all students who are 91.30 of the students in the control group.

Meanwhile, among the parameters of the traditional approach to teaching, Students are allowed limited responsibilities were the lowest in rank which garnered only 43.47 % of the students in the control group. This implies that students engaged in the traditional approach to teaching perform better when the teacher uses direct instruction in the teaching and learning process. As pointed out by Capon (2004) traditional approach allows more materials to be covered, the multiple and varied exemplars that have been associated with superior acquisition and transfer. It is the most economical method of transmitting knowledge, but it does not necessarily hold the student's attention or permit active participation. However, lectures can be useful, if supported by texts and other references but it is significantly less common in primary and secondary schools.

On the other hand, lectures also communicate the intrinsic interest of the subject matter. The teacher can convey personal enthusiasm in a way that no book or other media can. Enthusiasm stimulates curiosity, and interested people tend to learn more. However, it may be kept in mind that only well prepared and well-presented students welcome lectures. In the teacher-centered approach to learning the teacher is the primary authority figure. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this approach, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

Approach to teaching using the T-test. The data show there was no significant difference between the traditional approach to teaching and constructivist approach to teaching in the academic performance of the grade 7 students of Saint Michael College of Caraga. As indicated by their p-value, which was higher than 0.05. The data warrant the acceptance of the null hypothesis. The acceptance of the null hypothesis was supported by the study of Hwang, Lui, & Tong (2005) which studied the effect of collaborative teaching versus lectures including the type of questions posed to students (i.e., indirect and direct application of the acquired knowledge). Hwang's study concludes that cooperative teaching improves significantly the students' performance in comparison with that of lectures. Despite all the evidence, collaborative teaching has better results than the traditional way of lecturing, and there is no compelling evidence

in support of one method over the other. A study by Dimitrios, Labros, Nikolaos, Maria, & Athanasios (2013) considered the performance of students taught by two different methods; in the first group of students, case studies and problem-solving were undertaken in collaboration with the teacher, while in the second group, problem-solving was carried out by the teacher only, without student involvement. No significant difference was found between the two groups and teaching practices, with the exception that the collaborative group had slightly better grades on tests than the group attending lectures.

This study explains that neither of the two approaches is better than the other. This could explain that aside from the procedures there could be other factors which were not indicated in this study. One factor that could affect their performance was the learning environment. These factors could be the approaches and methods of instruction in the previous years for which the respondents had been used to before the conduct of this particular study. Other conditions can also affect the academic performance of both groups. The subject content, the room condition and the materials used in instruction could have been factors which resulted in the outcome of this study.

CONCLUSIONS

(1)There was a less increase in the academic performance of the students in the constructivist approach compared to the traditional approach; (2) Based on this observation, it is not only prior knowledge which contributed to the better performance of students. Students need more time before they can work efficiently with a new strategy for teaching and learning. A concise time for them to adjust to another approach may not yield any effect; and; (3) the study showed that there was no single better approach to teaching social studies. It is the teacher's decision to use the appropriate method depending upon the kinds of learners, a content of the subject, and the learning environment. There is no particular approach as to what strategy is best for social studies; instead, several aspects have to be considered. There is no specific strategy on how to handle social studies class, but it is the teacher himself/herself who has to decide to depend upon the conditions that affect the students.

RECOMMENDATIONS

1. The administrators can provide training on the traditional and constructivist approaches with their teachers in planning activities in social studies. Both methods can be used not only in the classroom but also in planning materials for instruction for teachers of social studies;

2. For the teachers of social studies, this study can be useful to them in realizing the effectiveness of constructivist approach to teaching and traditional approach to teaching. This will help them to construct learning plans anchored to the principle

of the constructivist and traditional approach to teaching. It is an indisputable fact that there is no single approach for a student to learn. Therefore, various methods will improve students' retention of learning. So, the researcher suggests that educators take into consideration other ways of teaching in their disciplines;

3. Teachers in social studies need collaboration with various experts and to form new teaching alliances is essential. With the challenges in mass media, technology and internet, the teacher need appropriate training. In the context of today's ever-changing global environment, the social studies teachers' role must be refreshed with greater clarity of thought and vision;

4. For the teacher who will be shifting from traditional approach to a new approach to teaching, especially in the use of the constructivist approach to teaching must consider the period and state of adjustment and the area of the classroom where the constructivist approach will be conducted; and

5. The researcher suggests that potential researchers take into concern the multiple variables which will prove that constructivist approach is effective or ineffective. Future researchers may examine other theories, strategies, challenges, care values and future trends relating to social studies.

6. This researcher recommends that more researchers relating to the constructivist approach to teaching and traditional approach to teaching their ability to be effective or ineffective can be conducted in other disciplines. Educators and administrators can encourage their teachers to quasi-experiment how useful constructivism and the traditional approach in their subject areas.

LITERATURE CITED

Allen, L. Q. (2004). Implementing a culture portfolio project within a constructivist paradigm. *Foreign llanguage annals*, *37*(2), 232-239. Retrieved on January 21, 2019 from https://goo.gl/dSCdFS

Ananiadou, K., & Claro, M. (2009). 21st century skills and competences for new millennium learners in OECD countries. Retrieved on January 21, 2019 from https://goo.gl/PqxnQV

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child development*, *78*(1), 246-263. Retrieved on January 21, 2019 from https://goo.gl/V84EKf

Capon, N., & Kuhn, D. (2004). What's so good about problem-based learning?. *Cognition and Instruction*, *22*(1), 61-79. Retrieved on January 9, 2019 from https://goo.gl/MdTX6p

Chang, C. H., & Tu, C. Y. (2005). Exploring store image, customer satisfaction and customer loyalty relationship: evidence from Taiwanese hypermarket industry. *Journal of American Academy of Business*, *7*(2), 197-202. Retrieved on January 21, 2019 from https://goo.gl/HMo7hC

Cohen, E. G., & Lotan, R. A. (2014). *Designing Groupwork: Strategies for the Heterogeneous Classroom Third Edition*. Teachers College Press. Retrieved on January 21, 2019 from https://goo.gl/ebhdE7

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education policy analysis archives*, *8*, 1. Retrieved on January 21, 2019 from https://goo.gl/fFsP3A

Dimitrios, B., Labros, S., Nikolaos, K., Maria, K., & Athanasios, K. (2013). Traditional Teaching Methods Vs. Teaching Through The Application Of Information And Communication Technologies In The Accounting Field: Quo Vadis?. *European Scientific Journal, ESJ*, *9*(28). Retrieved on January 21, 2019 from https://goo.gl/1ZhbHV

Ellis, C., Grubaugh, A. L., & Egede, L. E. (2013). Factors associated with SF-12 physical and mental health quality of life scores in adults with stroke. *Journal of Stroke and Cerebrovascular Diseases*, *22*(4), 309-317. Retrieved on January 21, 2019 from https://goo.gl/F2wM8D

Engle, E. M., & Lord, R. G. (1997). Implicit theories, self-schemas, and leader-member exchange. *Academy of Management Journal*, *40*(4), 988-1010. Retrieved on January 21, 2019 from https://goo.gl/K4YY4Q

Freund, L. S. (1990). Maternal regulation of children's problem-solving behavior and its impact on children's performance. *Child development*, *61*(1), 113-126. Retrieved on January 9, 2019 from https://goo.gl/x9yiMU

Graham, C. R. (2006). Blended learning systems. *The handbook of blended learning*, 3-21. Retrieved on Januaru 21, 2019 from https://goo.gl/KXSqsh

Hwang, N. C. R., Lui, G., & Tong, M. Y. J. W. (2005). An empirical test of cooperative learning in a passive learning environment. *Issues in Accounting Education*, *20*(2), 151-165. Retrieved on January 9, 2019 from https://goo.gl/RGoPh7

Khalid, A., & Azeem, M. (2012). Constructivist vs traditional: effective instructional approach in teacher education. *International Journal of Humanities and Social*

Science, *2*(5), 170-177. Retrieved on January 9, 2019 from https://goo.gl/ZGSSk9

Rice, M. L., & Wilson, E. K. (1999). How technology aids constructivism in the social studies classroom. *The Social Studies*, *90*(1), 28-33. Retrieved on January 9, 2019 from https://goo.gl/Y992Re

Serbessa, D. D. (2006). Tension between traditional and modern teaching-learning approaches in Ethiopian primary schools. *Journal of International cooperation in education*, *9*(1), 123-140. Retrieved on January 21, 2019 from https://goo.gl/XbL4Q9

Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2014). Student engagement in high school classrooms from the perspective of flow theory. In *Applications of flow in human development and education* (pp. 475-494). Springer, Dordrecht. Retrieved on January 21, 2019 from https://goo.gl/ArHF7Z

Shymansky, J. A. (1992). Using constructivist ideas to teach science teachers about constructivist ideas, or teachers are students too!. *Journal of Science Teacher Education*, *3*(2), 53-57. Retrieved on January 21, 2019 from https://goo.gl/x7XVbn

VanSledright, B. A. (2004). What does it mean to think historically... and how do you teach it?. *Social education*, *68*(3), 230-234. Retrieved on January 21, 2019 from https://goo.gl/pEq3CR

Vygotsky, L. S. (1978). Mind in society: The development of higher mental process. Retrieved on January 9, 2019 from https://goo.gl/32We42

Vincelette, E. J., & Bostic, T. (2013). Show and tell: Student and instructor perceptions of screencast assessment. *Assessing Writing*, *18*(4), 257-277. Retrieved on January 21, 2019 from https://goo.gl/YtCmSv

Woodward, M. P., Young Jr, W. W., & Bloodgood, R. A. (1985). Detection of monoclonal antibodies specific for carbohydrate epitopes using periodate oxidation. *Journal of immunological methods*, *78*(1), 143-153. Retrieved on January 21, 2019 from https://goo.gl/ox4nzD

Zevin, J., & Boyle-Baise, M. (2009). *Young citizens of the world: Teaching elementary social studies through civic engagement*. Routledge. Retrieved on January 21, 2019 from https://goo.gl/nvSx6A