

Strategic Outcome-Based Management Model: An Integrated Learning Approach For Social Studies

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Abstract:

The main objective of this study was to develop Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies in the five campuses of Eastern Samar State University for the academic year 2018-2019.

This study employed descriptive quantitative research with the use of survey questionnaire and a teacher-made proficiency test in Social Studies.

The survey questionnaire was used to determine to what extent are the least learned competencies in Social Studies developed among the College of Education students, to what extent are the following key elements of Strategic Outcome-Based Management of Integrated Learning Approach in Social Studies implemented, to what extent are the following identified Instructional Materials used by the teachers in teaching Social Studies, and to what extent are the following identified teaching approaches used by the teachers in teaching Social Studies.

The teacher-made proficiency test was used to determine the proficiency level of the College of Education students of Eastern Samar State University in Social Studies.

It was revealed that the proficiency level of the College of Education students in the five campuses of Eastern Samar State University in Social Studies was “beginning” level. The 72.8% average mean percentage score obtained implied that the students’ performance is still far from the national standard.

That the eight (8) identified least learned competencies in Social Studies were consistently considered “poorly developed” by the First Year College of Education students in the five campuses of Eastern Samar State University. The result implied that the students have not yet mastered all the competencies in Social Studies.

Two (2) out of four (4) identified Key Elements were considered “sometimes implemented”, while the remaining two Key Elements were “not implemented”. Generally, the identified key elements were considered “sometimes implemented” as reflected in the obtained overall mean which was 1.78.

Four (4) out of nine (9) identified instructional materials were considered “oftentimes used” by the teachers in teaching Social Studies, two (2) of the identified instructional materials were considered “sometimes used”, and three (3) instructional materials were “never used” by the teachers in teaching Social Studies for First Year College including the Integrated Learning Materials as reflected in the mean score obtained which was 1.00. The results showed that the teachers in the five campuses of Eastern Samar State University need to utilize additional instructional materials that would cater to the needs of the students.

That four (4) out of five (5) identified teaching approaches were “oftentimes used” by the teachers from the five campuses of Eastern Samar State University. Integrated Learning Approach was “never used” by the teachers in teaching the subject.

The findings of the study served as bases in the development of Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies as output of the study.

Keywords — Outcome -Based, Management Model, Integrated Learning Approach, Education, Social Studies

I. INTRODUCTION

This introductory chapter is intended to provide information concerning an overview of the study. It involves background of the study, statement of the problems, the theoretical and conceptual framework, significance of the study, scope and delimitation and also includes the definition of important terms and the organization of thesis.

Background of the Study

Education is a concept about which all individuals in the society have something to say. Because education aims to achieve certain objectives on both an individual and a social basis, its process and outcome dimensions directly influence both the individual and society. Because of this mutual impact, inquiries about what qualities are desired in an individual and how these qualities should be taught incorporate both individual and social expectations. Thus, dimensions of education such as changing behaviors, raising individuals who can adapt to the society, cultivating individuals with qualities beneficial for the society, and achieving personal development through conscious activities are emphasized and elaborated (Demirel & Kaya, 2007).

As far as competence is concerned, First Year College of Education students' among the five (5) campuses in Eastern Samar State University have not yet developed the necessary competences in Social Studies subject. Based on examinations conducted by the Social Studies instructors and professors during the academic year 2020 - 2021, the following campuses of Eastern Samar State University obtained the following average mean percentage score in Social Studies: Eastern Samar State University in Borongan obtained an average mean percentage score of 74.89%, Eastern Samar State University in Can-avid obtained an average mean percentage score of 72.22%, Eastern Samar State University in Guiuan obtained an average mean percentage score of 74.44%, Eastern Samar State University in Maydolong obtained a mean percentage score of 72.04%, and Eastern Samar State University in Salcedo garnered an average mean percentage score of 73.76%. The results were still below from the 75% standard mean percentage score. In addition, the five State Universities in Eastern Samar recorded eight (8) consolidated least learned competencies out of twenty-two (22) competencies in Social Studies. These least learned competencies contributed to the low performance of the students in the said subject. Furthermore, lack of additional references related to the subject, poor study habits of the students were the identified factors that greatly affect their performance. These situations cited, encouraged the researcher to come up with this study entitled, Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies. The output of this study would help the mentors from the five state universities in Easter Samar to become more effective in teaching and likewise beneficial for the students as enriching activities in order to

learn different concepts with mastery and eventually would result to their high performance in Social Studies.

In teaching it has been emphasized that appropriate strategy has a great impact on the outcome of students' performance. Before the actual delivery of lessons teachers carefully developed a plan in order to achieve their identified objectives. This study applied the concepts of Strategic and Outcome-based Management with the emphasis of Integrated Learning Approach in order to developed instructional model necessary for the development of the least learned competencies in Social Studies among the First Year College students in the five campuses of Eastern Samar State University for the academic year 2020 - 2021. Hence this study.

Statement of the Problem

The main objective of this study is to develop Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies in the five (5) campuses of Eastern Samar State University for the academic year 2020 - 2021.

Specifically, this study sought to answer the following questions:

1. What is the proficiency level of the College of Education students of Eastern Samar State Universities in Social Studies?

2. To what extent are the following least learned competencies in Social Studies developed among the College of Education students?

2.1 Evaluate historical events with preciseness and clarity;

2.2 Elaborately discuss the geography of the different places in the world;

2.3 Identify the ideals of civic life;

2.4 Analyze the influences brought about by society and culture to individuals;

2.5 Apply concepts learned to working and commercial life;

2.6 Explain the existing politics of the country;

2.7 Give the meaning of democracy;

2.8 Evaluate the international affairs of the country.

3. To what extent are the following key elements of Strategic Outcome-Based Management of Integrated Learning Approach in Social Studies implemented?

3.1 Purpose

3.2 Process

3.3 Key Dimension of Opportunity

3.4 Key Dimension of High Expectation

4. To what extent are the following key characteristics of Strategic Outcome-Based Integrated Learning Materials in Social Studies Utilized by the teachers?

4.1 Printed Materials;

4.2 Audio Aids;

- 4.3 Visual Aids;
- 4.4 Audio-visual Aids;
- 4.5 Demonstration;
- 4.6 Community Resources;
- 4.7 Laboratory;
- 4.8 Programmed Instruction; and
- 4.9 Integrated Learning Materials

5. To what extent are the following identified teaching approaches used by the teachers in teaching Social Studies?

- 5.1 Process Learning Approach;
- 5.2 Discovery Learning Approach;
- 5.3 Experiential Learning Approach;
- 5.4 Hands-on Learning Approach; and
- 5.5 Integrated Learning Approach

6. What Strategic Outcome-Based Management Model on Integrated Learning Approach in Social Studies may be developed based on the findings of the study?

Theoretical Framework of the Study

This study is anchored on the following learning theories which served as basis in the development of this study.

The Theory of Results-Based Management. It is a management strategy by which all actors on the ground, contributing directly or indirectly to achieving a set of development results, ensure that their processes, products and services contribute to the achievement of desired results (outputs, outcomes and goals). Result-Based Management rests on clearly defined accountability for results and requires monitoring and self-assessment of progress towards results, including reporting on performance. It is seen as a life-cycle approach starting with elements of planning, such as setting the vision and defining the results framework. Once it is agreed to pursue a set of results through a program, implementation starts and monitoring becomes an essential task to ensure results are being achieved. Finally, monitoring and evaluation provide invaluable information for decision-making and lessons learned for the future (United Nations Development Group, 2010).

Theory of Integrated Learning Approach. For all these reasons, a multidimensional approach is critical to developing all three kinds of knowledge described below: foundational, integrated and new. This delineation clarifies how knowledge, creativity and learning fit together. 1) Foundational knowledge: Knowledge that forms the basis of new learning: academic knowledge and the prior knowledge and understandings that stem from the learner’s experience, 2) Integrated knowledge: Understanding of how all knowledge and ways of knowing and learning fit together in a holistic system. Finding common purposes, methods and thinking, knowledge and forms. Understanding how disciplines fit together, their commonalities and differences. Understanding what matters, 3) New knowledge: Knowledge that comes out of foundational and integrated knowledge. This consists of

new perspectives, new inferences, new connections and new inventions. Interpreting the known, projecting from the known, inventing based on the known and imagining the unknown. Taking what matters forward. Acting on it. Creative application of foundational and integrated knowledge (Fink, 2013).

Conceptual Framework

The conceptual framework maps out the actions required in the course of the study given this previous knowledge of other researcher’s point of view and his observations on the subject or research. It is the researcher’s “map” in pursuing the investigation (Regoniel, 2015). In this study, the conceptual framework will employ the commonly used ITO model or the Input, Thru-put, and Output model.

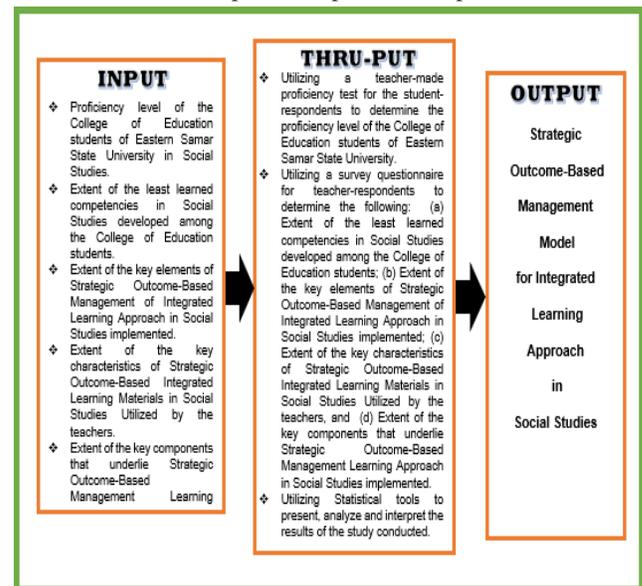


Figure 1. The Schematic Presentation of the Conceptual Framework of the Study

Significance of the Study

This study focused on the development of Strategic Outcome-based Management Model for Integrated Learning Approach in Social Studies for First Year College of Education students in the five (5) campuses of Eastern Samar State University for the academic year 2020 - 2021. Specifically, the study would be beneficial to the following:

Students. The output of this study would fortified students’ competence and holistic development to ensure they are graduates who ready to face challenges brought about by realities of life in the society.

Teachers. The output would help them facilitate the teaching-learning process effectively and efficiently. Additional learning materials were developed to help them

gain mastery of the different lessons in the subject so that they would be more effectual mentors of the 21st century.

Researchers. The knowledge they would acquire from this study would be very important to the researchers who have interest in instructional development and would help them developed a multidimensional way of learning different concepts in different fields in the academe.

Scope and Delimitation of the Study

This study focused on the development Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies. Variables in this study were given emphasis like determining the proficiency level of the College of Education students of Eastern Samar State University in Social Studies, extent of the least learned competencies in Social Studies developed among the College of Education students, extent of the key elements of Strategic Outcome-Based Management of Integrated Learning Approach in Social Studies implemented, extent of the key characteristics of Strategic Outcome-Based Integrated Learning Materials in Social Studies Utilized by the teachers, and the extent of the key components that underlie Strategic Outcome-Based Management Learning Approach in Social Studies implemented. This study involved the one thousand-eighty (1,080) out of two thousand one hundred fifty-nine (2,159) or 50% of the First Year College students who are officially enrolled and thirty-six (36) teachers teaching Social Studies in First Year College in the five State Universities in Eastern Samar for the academic year 2020 - 2021.

Definition of Terms

Different terms are conceptually and operationally defined to give a clear and better understanding on the different terms used in the study:

Approaches. Refers a way of doing or solving something (Microsoft Encarta, 2009). In this study the term refers to the teaching methodologies used by the teachers in teaching Social Studies or skills and competencies to be developed among the first Year College of Education students. **Integrated Learning.** Makes addressing curriculum manageable by offering a means of addressing many subject expectations in a meaningful way. It contributes to a deeper understanding of topics and issues, and the interrelationships inherent in complex, real-world systems. It provides opportunities to differentiate instruction. The inclusion of multiple disciplines provides students with the opportunity to engage their particular interests or abilities.

Outcome-Based Education (OBE). Provides a framework for focusing and organizing the curriculum around predetermined and clearly defined student learning outcomes. It has been viewed as a significant paradigm shift in educational philosophy and practice which underscores a learning based model focusing on what students know and can do as a result of a learning experience or acquiring a degree as opposed to a teacher centered model that emphasizes what is presented (Tam, 2014). In this study, the term refers to the

teaching-learning process focusing on the end performance or product-based performance of the students.

Strategic Management. Is the process in which an organization develops and implements plans that espouse the goals and objectives of that organization. Strategic management process is continuous and evolves as the organizational goals and objectives change. Organizations engage in strategic management to ensure that they adapt to trends and external changes such as globalization (Wicks, 2014). In this study the term refers to the manner of proper administration of the teaching-learning process to ensure quality-based learning of the students.

II. REVIEW OF RELATED LITERATURE AND STUDIES

The overriding concern of this chapter is to provide a review of literature and studies in order to gain more insight beneficial for the development of Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies. Reviewed were books, magazines, journals, and master's thesis, dissertations, and internet sources.

Related Literature

New approaches to management in the public sector are imperative as governments enter the new trajectory. Market dynamics have created challenges for public organizations, with the emergence of the global economy, advances in technology, increased societal demands, and the need to provide more social services with fewer resources. As well, a widespread desire for increased organizational scrutiny has increased the pressure for change, given more accessible globalized information systems and heightened media attention critical of government inefficiencies in service delivery. Strategic management has gained a sustained prominence in the management of public services in the past two decades or so. An organization without a strategy does not have direction and lead to being incompetent. It is not an exaggeration to say that, the use of strategic management particularly in this era, when public organizations' are considered under-performing and uneconomical in their use of public resources, could, among other things, help to enhance public organizations' image and legitimacy. The general mood of the public has been that public managers must 'do more with less', the situation that requires strategic thinking in order to 'reduce wastes'. The guiding principles in any strategic management process, whether in the public or private sector, are about understanding what changes are needed, how to implement and manage these changes, and how to create a roadmap for sustaining improvements that lead to better performance. The difficulty in strategic management is the challenge of laying a foundation for success in the future while meeting today's challenges (Maleka, 2014).

On the other hand, Outcome-based education cited by De Guzman, Edaña, and Umayan (2017) is the main thrust of the Higher Education Institutions in the Philippines today. The OBE comes in the form of competency-based learning standards and outcomes-based quality assurance monitoring and evaluating spelled out under the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, s. 2012. The outcomes provide details against which the graduates of the curriculum can be measured and facilitate the quality-assurance process. The approach of instruction is student-centered, assessment is competitive, and the classroom is where teacher facilitates and students take priority over the acquired knowledge and developed skills. OBE is being recognized as the most important educational component of societies with a knowledge-based economy. The implementation of OBE has been integrated into ongoing practices such as program development and review, and curriculum mapping and renewal. The necessity of a comprehensive knowledge and understanding of outcomes-based education in order to realize its objectives when applied. The assistance of the administration particularly affording the needed resources to sustain the implementation of the outcomes-based education is noteworthy for its success. The success of the implementation of the OBE depends heavily on educators, hence, compete understanding and knowledge of OBE are vital. Outcome-Based Education can lead to students' success in learning because it encourages teachers to be well prepared. The features of OBE guide the teachers in ways that they can show authority over the process and the approach.

Integrated learning is a term coined by Creighton professor, Joan Mueller, Ph.D. (2013), to describe a university classroom experience that draws upon a full palate of technological teaching and learning strategies as well as traditional lecture and discussion techniques. Rather than expecting a predictable lecture or series of discussions, students are challenged with differing pedagogical strategies by class or unit. Integrated learning keeps the classroom experience fresh with students eager to discover what will happen next. In an integrated learning experience, faculty work to develop a wide variety of traditional and technological pedagogical skills useful for classroom teaching. Many will begin to “flip” their classrooms, placing lectures and content online and using classroom time for the study of primary sources, advanced experiments, student research, etc. Integrated learning is the pedagogical integration of technological as well as classical pedagogies that allow an instructor to select whatever tool is best suited to the presentation of particular material. As an example, difficult philosophical material might best be presented as lecture, with students able to ask questions as an instructor presents. A lecture might be followed with interactive discussions—the basic classical model in upper level education. Contemporary issues, however, might be better served by challenging students to study the material with online lecture or film clips, reading guides, accompanied by online practice and graded quizzes designed to insure that students comprehend outside

classroom work before engaging in more challenging classroom integration.

Related Studies

Several studies on the field of instructional preparations and development had been conducted and has provided adequate justifications on their effectiveness in terms of improving academic performance and skills development among students. Likewise, they have equally strengthened the intention of conducting the present study.

De Guzman, Domingo, Edaña, & Umayan (2017), entitled “Understanding the Essence of the Outcomes-Based Education (OBE) and Knowledge of its Implementation in a Technological University in the Philippines”. Their study revealed that the full implementation of Outcome-Based Education (OBE) in Ramon Magsaysay Technological University (RMTU), Zambales is a priority, hence, it necessitates a full understanding and knowledge of the OBE by the implementers. The areas of the outcomes-based instruction which were proposed to be offered as faculty development were seminars and trainings in the syllabus preparation-OBE format, on the utilization of student-centered strategies and on curriculum mapping. In essence, OBE is a working-backwards with students as the center of the instructional and learning setting. It aims for the development of all student's competencies and talents. Moreover, OBE is quality system of an institution, to ensure that all programs are well designed and deliver appropriate outcomes. On the other hand, the role of the faculty members is crucial and vital factor for the success of OBE. Teamwork, faculty involvement and faculty ownership are solicited from them. Therefore, faculty should be deeply engaged and supported from the onset in the leadership of any effort toward outcomes-based learning and in the institution's policy-making decision process. Based on the aforementioned findings, it was suggested that the school administrator fully support faculty professional development like continuous participation in trainings and seminars on the updates of the OBE and processes such curriculum mapping and syllabus preparation. Assistance should be provided to all faculty members to learn all the aspects of the outcomes-based education, assessment processes and learner centeredness of instruction.

III. METHODOLOGY

This chapter presents the research design, the locale of the study, the respondents of the study, the research instruments, the validation of the research instruments, the data gathering procedure, and the statistical treatment of data gathered.

Research Design

This study utilized the descriptive quantitative research method. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on “what” of the research subject rather than the “why”

of the research subject (www.questionpro.com/blog/descriptive-research/amp).

Moreover, quantitative method emphasizes objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational technique. Quantitative research focuses on gathering numerical data and generalizing it across groups of people to explain in a particular phenomenon (<https://libguides.usc.edu/writingguide/quantitative>).

This utilized a survey questionnaire and a teacher-made proficiency test in gathering data. It described the parameters among the variables that used in the study.

Locale of the Study

This study was conducted in the five (5) campuses of Eastern Samar State University: Eastern Samar State University Borongan, Eastern Samar State University Can-Avid, Eastern Samar State University Guiuan, Eastern Samar State University Maydolong, and Eastern Samar State University Salcedo.



Figure 1. Map of Eastern Samar

Figure 2. Map of the Municipality of Eastern Samar Showing the Locale of the Study.

Respondents of the Study

This study involved one thousand-eighty (1,080) out of two thousand one hundred fifty-nine (2,159) or 50% of the officially enrolled First Year College of Education students taking up Bachelor of Secondary Education and Bachelor of Elementary Education, and thirty-six (36) teachers teaching Social Studies in First Year College among the five State Universities in Eastern Samar during the academic year 2020 - 2021. They formed part as respondents of the study.

To get a concrete and reliable result of the study, fifty percent of the student-respondents were considered and chosen randomly using lottery technique. On this technique,

all officially First Year BSED and BEED students in every State University in Eastern Samar were listed on a small piece of paper, rolled, placed in a box and shook by the researcher. Thirty (50%) of the rolled sheet of papers were picked out from the box and were finally listed and formed part of the student-respondents. For teacher-respondents, all teachers teaching Social Studies in First Year College were considered.

The distribution of students and teacher-respondents is shown in table 1.

Table 1
DISTRIBUTION OF THE RESPONDENTS OF THE STUDY

Respondent-Schools	Student-Respondents					Teacher-Respondents
	BSED	50%	BEED	50%	Total	
1. Eastern Samar State University Borongan	201	100	151	78	176	10
2. Eastern Samar State University Can-Avid	367	183	297	149	332	9
3. Eastern Samar State University Guiuan	151	76	140	70	146	6
4. Eastern Samar State University Maydolong	194	97	263	131	228	5
5. Eastern Samar State University Salcedo	195	98	200	100	198	6
Total	1,108	554	1,051	526	1,080	36

Research Instruments

This study utilized a self-structured survey questionnaire for teacher-respondents and a teacher-made proficiency test for student-respondents in order to gather the data needed in the study.

Survey Questionnaire for Teachers. The survey questionnaire for teacher-respondents was in a checklist form and has four parts. The format was patterned from the survey questionnaire used in the study of Suyom (2018), however modifications on some of its entries were made by the researcher especially on the least learned competencies, other variables and sub-variables to make it more relevant to the conduct of this study. A 4-scale point mean value and its qualitative descriptions were used patterned from the scales and its equivalent description used in the study conducted by Suyom (2018). This survey questionnaire for teacher-respondents is found in Appendix A.

Part I of the survey questionnaire gathered data on to what extent are the least learned competencies in Social Studies developed among the College of Education students. Part II of the survey questionnaire will elicit data on to what extent are the key elements of Strategic Outcome-Based Management of Integrated Learning Approach in Social Studies implemented. Part III of the survey questionnaire gathered data on to what extent are the following identified Instructional Materials used by the teachers in teaching Social Studies. Part IV of the survey questionnaire dealt on to what extent are the following identified teaching approaches used by the teachers in teaching Social Studies.

Teacher-Made Proficiency Test. This teacher-made proficiency test is composed of fifty (50) items test and was used to identify the proficiency level of the College of Education students among the five State Universities in Eastern Samar specifically in Social Studies subject. The competencies used in the test were the consolidated least learned competencies from the respondent-schools and used as basis in crafting the teacher-made proficiency. This is shown in the table of specification found in Appendix B.

Validation of the Instruments

In order to establish the validity of the instruments, steps were taken. First, instruments were submitted to the research adviser for the initial comments. Second, to the Thesis Committee during the pre-oral defense, and to some panel of experts from the respondents’ schools for further suggestions. After which, the instruments were subjected to a dry-run and pilot-tested in St. Mary’s College Borongan, Eastern Samar. It was conducted in order to determine the items need to be changed or which could be misleading and basis for some necessary modifications. The result of the dry-run was analyzed. Based on the result, the instruments were improved in order to make it clear and simple so that the respondents could easily understand. Some typographical errors were changed, art of questioning on some items were improved.

Data Gathering Procedure

The researcher sought permission from the President of every State University in Eastern Samar to conduct the study through a written request. The researcher personally administered the test and conducted the survey. The approved written request was used during the process of gathering the necessary data. Assistance from the teachers and students from the respondent-schools were requested in gathering the data. During the actual gathering of data, the copies of the questionnaires were distributed and retrieved personally by the researcher in every school included in the study. Before conducting the test, an orientation was conducted to the student-respondents about the purpose and significance of the test conducted by the researcher. Questions raised by the students were explained by the researcher for further clarification. They were given enough time to answer the test. Checking of their answer sheets immediately followed. While the test is going on, the survey questionnaire for teacher-respondents were distributed to the teachers teaching Social Studies among the First Year College of Education students. Purpose of the said survey was explained to them as well as the process of accomplishing the survey questionnaires. Enough time was utilized by the teachers to ensure validity and reliability of their responses in answering the questions. Then, retrieval of the instruments followed. After gathering the data, it was tabulated, and submitted to a Statistician for appropriate statistical treatment. After which, analysis, and giving of implications for the result was made.

Statistical Treatment of Data

The descriptive statistics such as frequency counts, percentages and the weighted mean were utilized to analyze and interpret the data gathered.

To find the percentage, the following formula was used:

$$P = \frac{f}{n} \times 100\%$$

Where: P= percentage
f= frequency / responses
n = number of cases / respondents

To find the mean percentage score, the following formula was used:

$$MPS = \frac{\sum X}{n} \times 100$$

Where: MPS = Mean Percentage Score
X = mean
n = number items

To find the mean, the following formula was used:

$$M = \frac{\sum x}{n}$$

Where: M = mean
 $\sum x$ = sum of raw score
n = number of cases / respondents

To determine the proficiency level of the College of Education students in Social Studies, the mean percentage score or MPS in the test was taken, and described using the scale set by the national and regional offices of Department of Education (DepEd Order No. 31, s. 2012).

Equivalent Numerical Value	Proficiency Level
90% and above	Advanced
85% - 89%	Proficient
80% - 84%	Approaching Proficiency
75% - 79%	Developing
74% and below	Beginning

To determine to what extent are the least learned competencies in Social Studies developed among the College of Education students the following mean values and qualitative descriptions were used:

Mean Values	Qualitative Description
3.50 – 4.00	Extensively Developed
2.50 - 3.49	Developed
1.50 – 2.49	Poorly Developed
1.00 – 1.49	Not Developed

To determine to what extent are the following key elements of Strategic Outcome-Based Management of Integrated Learning Approach in Social Studies implemented, the following mean values and its qualitative descriptions were used:

Mean Values	Qualitative Description
3.50 – 4.00	Always Implemented
2.50 – 3.49	Oftentimes Implemented
1.50 – 2.49	Sometimes Implemented
1.00 – 1.49	Not Implemented

To determine to what extent are the following identifies instructional materials used by teachers in teaching

Social Studies, the following mean values and its qualitative descriptions were used:

Mean Values	Qualitative Description
3.50 – 4.00	Always Used
2.50 – 3.49	Oftentimes Used
1.50 – 2.49	Sometimes Used
1.00 – 1.49	Not Used

To determine to what extent are the following identified teaching approaches used by the teachers in teaching Social Studies, the following mean values and their qualitative descriptions presented below were used:

Mean Values	Qualitative Description
3.50 – 4.00	Always Used
2.50 – 3.49	Oftentimes Used
1.50 – 2.49	Sometimes Used
1.00 – 1.49	Not Used

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the presentation, analysis and interpretation of data.

Table 2: PROFICIENCY LEVEL OF THE COLLEGE OF EDUCATION STUDENTS OF EASTERN SAMAR STATE UNIVERSITY IN SOCIAL STUDIES

Respondent-Schools	Mean Percentage Score	Interpretation
1. Eastern Samar State University Borongan	74.37%	Beginning
2. Eastern Samar State University Can-Avid	72.23%	Beginning
3. Eastern Samar State University Guiuan	73.75%	Beginning
4. Eastern Samar State University Maydolong	71.59%	Beginning
5. Eastern Samar State University Salcedo	72.06%	Beginning
TOTAL	72.8%	Beginning

As shown in Table 2, all the five campuses of Eastern Samar State University obtained a below 75% mean percentage score in the proficiency test conducted. Eastern Samar State University Borongan obtained a mean percentage score of 74.37%, Eastern Samar State University Can-Avid obtained a mean percentage score of 72.23%, while Eastern Samar State University Guiuan garnered a mean percentage score of 73.75%, Eastern Samar State University Maydolong obtained a mean percentage score of 71.59%, and Eastern Samar State University Salcedo obtained a mean percentage score of 72.06%. All campuses fall under the category of “beginning” level. The 72.8% average mean percentage score obtained implied that the students have not yet mastered the

competencies in Social Studies. Their performance is still far from the national standard. Lack of additional instructional materials was one of the factors which greatly affect their performance. The result signifies full attention to develop necessary intervention to improve the proficiency level of the First Year College of Education students in Social Studies subject.

Table 3: EXTENT OF THE FOLLOWING LEAST LEARNED COMPETENCIES IN SOCIAL STUDIES DEVELOPED AMONG THE COLLEGE OF EDUCATION STUDENTS

Least Learned Competencies	Mean	Interpretation
1. Evaluate historical events with preciseness and clarity.	2.30	Poorly Developed
2. Elaborately discuss the geography of the different places in the world.	2.25	Poorly Developed
3. Identify the ideals of civic life.	2.19	Poorly Developed
4. Analyze the influences brought about by society and culture to individuals.	2.08	Poorly Developed
5. Apply concepts learned to working and commercial life.	2.22	Poorly Developed
6. Explain the existing politics of the country.	2.33	Poorly Developed
7. Give the meaning of democracy.	2.41	Poorly Developed
8. Evaluate the international affairs of the country.	1.97	Poorly Developed
OVERALL MEAN	2.33	Poorly Developed

From the foregoing data, it can be deduced that the eight (8) identified least learned competencies in Social Studies were consistently considered “poorly developed” by the First Year College of Education students in the five campuses of Eastern Samar State University as perceived by the teachers teaching the subject. Generally, all the First Year College of Education students in the five identified campuses “poorly developed” the eight identified competencies as reflected in the overall mean obtained which is 2.33.

Table 4: EXTENT OF THE FOLLOWING KEY ELEMENTS OF STRATEGIC OUTCOME-BASED MANAGEMENT OF INTEGRATED LEARNING APPROACH IN SOCIAL SCIENCE IMPLEMENTED

Key Elements	Mean	Interpretation
1. Purpose	2.13	Sometimes Implemented
2. Process	2.33	Sometimes Implemented
3. Key Dimension of Opportunity	1.41	Not Implemented
4. Key Dimension of Expectation	1.27	Not Implemented
Overall Mean	1.78	Sometimes Implemented

As shown in Table 4, two (2) out of four (4) identified Key Elements were considered Sometimes Implemented; Purpose which obtained a mean score of 2.13 and Process which obtained a mean score of 2.33. Moreover, Key Dimension of Opportunity obtained a mean score of 1.41 and Key Dimension of Expectation obtained a mean score of 1.27 were respectively interpreted as

“not implemented”. Generally, the identified key elements were considered “sometimes implemented” as reflected in the obtained overall mean which is 1.78.

Table 5: EXTENT OF THE FOLLOWING IDENTIFIED INSTRUCTIONAL MATERIALS USED BY THE TEACHERS IN TEACHING SOCIAL STUDIES

Learning Materials	Mean	Interpretation
1. Printed Materials	3.44	Oftentimes Utilized
2. Audio Aids	2.33	Sometimes Utilized
3. Visual Aids	3.11	Oftentimes Utilized
4. Audio-visual Aids	2.80	Oftentimes Utilized
5. Demonstration	2.40	Sometimes Used
6. Community Resources	1.00	Not Used
7. Laboratory	1.00	Not Used
8. Programmed Instruction	2.50	Oftentimes Used
9. Integrated Learning Materials	1.00	Not Used
Overall Mean	2.17	Sometimes Used

As shown in Table 5, four (4) out of nine (9) identified instructional materials were considered oftentimes used” by the teachers in teaching Social Studies; Printed Materials which obtained a mean score of 3.44, Visual Aids with a mean score of 3.11 and Audio –visual Aids with a mean score of 2.80, and Programmed Instruction with a mean score of 2.50. Meanwhile, two (2) of the identified instructional materials were considered “sometimes used” by the teachers; Audio Aids obtained a mean score of 2.33, and Modules which obtained a mean score of 1.80. In addition, Community Resources, Laboratory, and Integrated Learning Materials obtained a mean score of 1.00, respectively interpreted as “never used” by teachers in teaching Social Studies for First Year College students.

Table 6: EXTENT OF THE FOLLOWING IDENTIFIED TEACHING APPROACHES USED BY THE TEACHERS IN TEACHING SOCIAL STUDIES

Learning Approaches	Mean	Interpretation
1. Process Learning Approach	3.38	Oftentimes Implemented
2. Discovery Learning Approach	2.97	Oftentimes Implemented
3. Experiential Learning Approach	2.5	Oftentimes Implemented
4. Hands-on Learning Approach	2.58	Oftentimes Implemented
5. Integrated Learning Approach	1.41	Not Implemented
Overall Mean	2.56	Oftentimes Implemented

Based on the table above, it can be deduced that four (4) out of five (5) identified learning approaches were “oftentimes implemented” by the teachers from the five campuses of Eastern Samar State University particularly in teaching Social Studies subject among the First Year College of Education students’ as reflected in the mean score obtained

based on the survey conducted. The result further revealed that Integrated Learning Approach was “not implemented” by the teachers in teaching the subject.

V. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the summary, the corresponding conclusions and the recommendations of the study.

Summary

The main objective of this study was to develop Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies in the five campuses of Eastern Samar State University for the academic year 2020 - 2021.

The study employed descriptive quantitative research with the use of survey questionnaire and a teacher-made proficiency test in Social Studies.

The survey questionnaire was used to determine to what extent are the following least learned competencies in Social Studies developed among the College of Education students, to what extent are the following key elements of Strategic Outcome-Based Management of Integrated Learning Approach in Social Studies implemented, to what extent are the following key characteristics of Strategic Outcome-Based Integrated Learning Materials in Social Studies Utilized by the teachers, and to what extent are the key components that underlie Strategic Outcome-Based Management Learning Approach in Social Studies implemented.

The teacher-made proficiency test was used to determine the proficiency level of the College of Education students of Eastern Samar State University in Social Studies.

The findings of the study served as bases in the development of Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies as output of the study.

Findings

The findings of the study herein presented were based on the problems stated:

1. On the proficiency level, all the five campuses of Eastern Samar State University obtained a below 75% mean percentage score in the proficiency test conducted. Eastern Samar State University Borongan obtained a mean percentage score of 74.37%, Eastern Samar State University Can-Avid obtained a mean percentage score of 72.23%, while Eastern Samar

State University Guiuan garnered a mean percentage score of 73.75%, Eastern Samar State University Maydolong obtained a mean percentage score of 71.59%, and Eastern Samar State University Salcedo obtained a mean percentage score of 72.06%. All campuses fall under the category of “beginning” level.

The 72.8% average mean percentage score obtained implied that the students have not yet mastered the

competencies in Social Studies. Their performance is still far from the national standard. Lack of additional instructional materials was one of the factors which greatly affects their performance. The result signify full attention to develop necessary intervention to improve the proficiency level of the First Year College of Education students in Social Studies subject. Thus, there is a need to develop Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies beneficial for the development of students' competences and skills.

2. On to what extent are the least learned competencies, the eight (8) identified least learned competencies in Social Studies were consistently considered "poorly developed" by the First Year College of Education students in the five campuses of Eastern Samar State University as perceived by the teachers teaching the subject.

Generally, all the First Year College of Education students in the five identified campuses "poorly developed" the eight identified competencies as reflected in the overall mean obtained which is 2.33.

The data further revealed that students have not mastered the competencies in the said subject. Thus, there is a need for the teachers to focus on these competencies by using appropriate learning activities that would help develop and enhance students' mastery on the different concepts in the above subject. Necessary intervention must be developed to help students improve their skills in the subject. Development of Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies would be helpful for both the teachers and the students among the respondents' schools to improve the teaching-learning process that would result to enhancement of students' performance in the said subject.

3. On to what extent are the following extent are the following key elements of Strategic Outcome-Based Management of Integrated Learning Approach in Social Studies implemented two (2) out of four (4) identified Key Elements were considered Sometimes Implemented; Purpose which obtained a mean score of 2.13 and Process which obtained a mean score of 2.33. Moreover, Key Dimension of Opportunity obtained a mean score of 1.41 and Key Dimension of Expectation obtained a mean score of 1.27 were respectively interpreted as "not implemented".

Generally, the identified key elements of were considered "sometimes implemented" as reflected in the obtained overall mean which is 1.78.

This result implied that teachers need to implement these key elements in the aspect of teaching the students to ensure quality and outcome-based education needed by the students in their respective schools.

4. On the extent to which the identified Instructional Materials used by the teachers in teaching Social Studies, four (4) out of nine (9) identified instructional materials were considered "oftentimes used" by the teachers in teaching Social Studies; Printed Materials obtained a mean score of 3.44, Visual Aids with a mean score of 3.11 and

Audio – visual Aids with a mean score of 2.80, and Programmed Instruction with a mean score of 2.50. Meanwhile, two (2) of the identified instructional materials were considered "sometimes used" by the teachers; Audio aids obtained a mean score of 2.33, and Modules obtained a mean score of 1.80. In addition, Community Resources, Laboratory, and Integrated Learning Materials obtained a mean score of 1.00, respectively interpreted as "never used" by the teachers in teaching Social Studies for First Year College students.

The results showed that the teachers in the five campuses of Eastern Samar State University need to utilize additional instructional materials that would cater the needs of the students. The output of this study would be most relevant and helpful to them in order to ensure quality education.

5. On the extent to which the following identified teaching approaches used by the teachers in teaching Social Studies, four (4) out of five (5) identified learning approaches were "oftentimes used" by the teachers from the five campuses of Eastern Samar State University particularly in teaching Social Studies subject among the First Year College of Education students' as reflected in the mean score obtained based on the survey conducted. The result further revealed that Integrated Learning Approach was "never used" by the teachers in teaching the subject.

Furthermore, the result showed that teachers need to create and implement modern approaches in teaching to foster lifelong learning and to help students become competitive nationally and internationally. Hence, Strategic Outcome – Based Management Model for Integrated Learning Approach in Social Studies would serve as tool for its realization.

Conclusions

1. The proficiency level of the College of Education students in the five campuses of Eastern Samar State University in Social Studies was "beginning" level. The 72.8% average mean percentage score obtained implied that the students performance is still far from the national standard.

2. That the eight (8) identified least learned competencies in Social Studies were consistently considered "poorly developed" by the First Year College of Education students in the five campuses of Eastern Samar State University. The result implied that the students have not yet mastered all the competencies in Social Studies.

3. Two (2) out of four (4) identified Key Elements were considered "sometimes implemented", while the remaining two Key Elements were "not implemented". Generally, the identified key elements were considered "sometimes implemented" as reflected in the obtained overall mean which was 1.78.

4. Four (4) out of nine (9) identified instructional materials were considered "oftentimes used" by the teachers in teaching Social Studies, two (2) of the identified instructional materials were considered "sometimes used" by the teachers, and three (3) instructional materials

were “never used” by the teachers in teaching Social Studies for First Year College including the Integrated Learning Materials as reflected in the mean score obtained which was 1.00. The results showed that the teachers in the five campuses of Eastern Samar State University need to utilize additional instructional materials that would cater the needs of the students.

5. That four (4) out of five (5) identified learning approaches were “oftentimes implemented” by the teachers from the five campuses of Eastern Samar State University. Integrated Learning Approach was “not implemented” by the teachers in teaching the subject.

Recommendations

1. There is a need to develop and use different instructional interventions and approaches in the teaching-learning process in order to enhance students’ proficiency level in Social Studies in the five campuses of Eastern Samar State University. Additional activities for learning must be developed to ensure mastery of learning among the First Year College of Education students.

2. The use of this Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies must be introduced to arouse students’ interest and to develop the least learned competencies in the subject.

3. In-service training among teachers on Strategic Outcome-based Management for Integrated Learning Approach must be conducted for the teachers to gain relevant knowledge so that they will be more effective in the field of teaching.

4. Integrated Learning Materials must be utilized in the teaching-learning process in order to achieve high outcome on the performance of the students particularly in Social Studies subject.

5. This Strategic Outcome-Based Management Model for Integrated Learning Approach in Social Studies must be reproduced and must be distributed to the students for the students to work on and to the teachers as additional reference in teaching among the five campuses of Eastern Samar.

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