Araling Panlipunan Skills Among Grade 10 Students

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Abstract - This study determined the acquired skills of Grade 10 students in Araling Panlipunan for the School Year 2016-2017. The descriptive-correlation design was used in the study. Purposive sampling was utilized to select the respondents. A researcher-made questionnaire was the main data gathering instrument which was subjected to content validity. Frequency counts, percentages and average weighted mean were used for descriptive analysis. The Multivariate Analysis of Variance (MANOVA) - Wilk's Lambda and Pearson rho were used to analyze the obtained data to support or reject the null hypothesis.

Results showed that Grade 10 learners are dominated by females, with both parents as mostly high school graduates, mostly poor, and have very satisfactory average grade in Araling Panlipunan. The students have below average acquisition in most of the skills in Araling Panlipunan, except for research skill. Students encountered slightly serious problems in acquiring Araling Panlipunan skills. Moreover, the study showed that there are differences in the acquisition of Araling panlipunan skills in sex, educational attainment of parents, and average grades. On the other hand, there is no significant relationship between the problems encountered by the learners and the level of other Araling Panlipunan skills, except for Communication skill. Based from the findings and conclusion of the study, the following are recommended: interventions and remediation must be conducted to further enhance the Araling Panlipunan skills of the students particularly in the areas where they obtained low level of acquisition, teachers may conduct activities that would call for developing the higher order thinking skills of the students, teachers and research enthusiasts may come up with the same study with other variables, parents must check their monthly average income in relation to the acquired skills in Araling Panlipunan of their children, schools must increase the number of instructional materials in Araling Panlipunan and improve the Learning Resource Center and performance tasks may be a focus of the study since the study only focuses on Content standards.

Keywords – acquisition, Araling Panlipunan skills,

INTRODUCTION

The program on Philippine education as part of former President Benigno S. Aquino III's educational reform was the foundation of the K-12 educational plan. It took into consideration that adding two more years in the basic education could help work out the problems of unemployment, keep with global standards, and help Filipino learners to have more time to decide the career that best suits their skills. [1]

The enhanced K-12 program, the Department of Education's (DepEd) proposal to overhaul the basic and secondary education curriculum by adding two more years to the system is arguably one of the most drastic and controversial programs of the Aquino administration. The program started in school year 2012-2013 for Grade 1 and Grade 7 (first year high school students) with the target of full implementation by SY 2018-2019.

Appearing frequently in almost every field of education recently is the concept of skills, which may be defined as "the ability to constantly sustain a certain level of achievement in any kind of activity." Since it is only via skills that information may be effectively transformed into high-level behaviors, that information may become a part of students' daily life, and that they may make right decisions concerning major issues in life, the skills most often found in the instructional programs of many countries, and

the gradual application of these skills across different grades. Enhancing the quality of basic education in the Philippines is urgent and critical.

The poor quality of basic education is reflected in the low achievement scores of Filipino students. Many students who finish basic education do not possess sufficient mastery of basic competencies. One reason is that students do not get adequate instructional time or time on task.

The assessment done by Trends in International Mathematics and Science Study (TIMSS) concludes that the problem about the present curriculum in squeezing 12 years of basic education into just 10 is that students are overloaded with subjects which resulted to poor quality of basic education as reflected in the low achievement scores of Filipino students. International tests results like 2003 TIMSS rank the Philippines 34th out of 38 countries in HS II Math and 43rd out of 46 countries in HS II Science; for grade 4, the Philippines ranked 23rd out of 25 participating countries in both Math and Science. In 2008, even with only the science high schools participating in the Advanced Mathematics category, the Philippines was ranked lowest. This quality of education is reflected in the inadequate preparation of high school graduates for the world of work or entrepreneurship or higher education. [2]

The *Araling Panlipunan* curriculum is anchored on the aspirations of the Education for All 2015 and K-12 Philippine Basic Education Curriculum Framework. These aim to gain 21st Century skills and developed learners who are functionally literate and developed Filipino. In general, the Social Studies Curriculum aims to develop analytic, evaluative, responsible, productive, environment-friendly, patriotic, and humane citizens who possess broad world perspective and values on historical and social matters. [3]

The teaching of Araling Panlipunan powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social studies programs prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues. [4]

Problems arise in the teaching of Araling Panlipunan subject, for instance the acquisition of skills in a certain topic or lesson. It is important that Araling Panlipunan teachers learn to teach social studies standards to both special needs and general learners. However, there is no single technique, approach or strategy that will accomplish this because of the complex nature of the Araling Panlipunan. The complexity rests in the diverse nature of the Araling Panlipunan, the wide variety of Araling Panlipunan teachers, the range of learning problems held by learners who are in Araling Panlipunan classrooms, and the many differences among the social studies standards themselves. However, general areas of advice can be offered to point teachers in the right direction. [5]

OBJECTIVES OF THE STUDY

This study aimed to determine the Araling Panlipunan skills of Grade 10 students. Specifically, it sought to answer the following problems: the profile of the respondents in terms of sex, parent's educational attainment, family income, average grades in Araling Panlipunan in Grades 7 to 10; level of skills in the Araling Panlipunan components in terms of adherence to ethical standards *(pagtupad sa mga pamantayang pang-etika)*, research *(pananaliksik),* investigation *(pagsisiyasat),* communication *(komunikasyon)*, and analysis and interpretation of data and information *(pagsusuri at interpretasyon ng datos at impormasyon);* significant difference on the acquired Araling Panlipunan skills across their profile; and significant relationship between the acquired Araling Panlipunan skills across problems encountered by the respondents.

RESEARCH HYPOTHESES

The following null hypotheses of the study were tested in 0.05 level of confidence: no significant difference in the level of acquired skills of the respondents across their profile; and no significant relationship between the problems encountered by the students and the level of acquired skills.

MATERIALS AND METHODS

The descriptive-correlation design was used in the study. Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, "descriptive research may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be." [6]

Moreover, descriptive research as "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method." [7]

On the other hand, correlation design attempted to determine whether and to what degree a relationship exists between two or more quantifiable variables.

The respondents of the study were the Grade 10 students of Domalandan Center Integrated School in Lingayen and Benigno V. Aldana National High School in Pozorrubio; both schools are located in the province of Pangasinan. They were currently enrolled in the School Year 2016-2017 when the study was conducted. There were 45 Grade 10 Students of Domalandan Center Integrated School and 250 students of Benigno V. Aldana National High School for a total of 295 respondents.

The researcher utilized purposive sampling in the study. Purposive sampling is a non-probability sampling method that occurs when "elements selected for the sample are chosen by the judgment of the researcher. [8]

The researcher used researcher-made questionnaires to obtain the needed data regarding the study. The first part dealt on the respondents' profile in terms of sex, educational attainment of parents, average family income and general average in Araling Panlipunan 7 to 10. The second part was a two-part, 50-point situational text with a combination of multiple choice type of test, identification, and essay that dealt on the Araling Panlipunan skills acquired by the respondents from the components namely: *Araling Asyano* and *Kasaysayan ng Daigdig*, and *Ekonomiks*. A maximum of five points were given for each component which corresponds to the different Araling Panlipunan macro skills, namely: (1) Adherence to Ethical Standards *(Pagtupad sa mga pamantayang pang-etika),* (2) Research *(Pananaliksik)*, (3) Investigation *(Pagsisiyasat),* (4) Communication *(Komunikasyon),* and (5) Analysis and Interpretation of Data and Information *(Pagsusuri at interpretasyon ng datos at impormasyon)*. Scoring was aided with rubrics unique for each skills.

The third part dealt on the degree of seriousness on the problems encountered in acquiring Araling Panlipunan skills.

The questionnaire was subjected to content validity by the experts in the Araling Panlipunan program. Content Validity determined the extent to which the content or topic of the questionnaire is truly representative of the content of the main idea. A Master teacher from Pangasinan National High School, Araling Panlipunan Education Program Specialist I, and Social Studies Instructor from PSU were involved in validating the questionnaire and were not part of the defense panel.

In the statistical treatment of data: for problem number 1, on the profile of the respondents, the frequency counts and percentage distribution were employed; for problem number 2, frequency distribution was utilized and were based on the student's score on each item in the researcher-made test; for problem number 3, on the degree of seriousness of problems encountered by respondents on the acquisition of Araling Panlipunan skills, these were computed through frequency and ranking and average weighted mean; for problem number 4, the significant difference of the acquired Araling Panlipunan skills across the profile, variables were determined using the Multivariate Analysis of Variance – Wilk's Lambda; and lastly for problem number 5, on the significant relationship between acquired Araling Panlipunan skills across the problems encountered by respondents, the Spearman-rho was used and tested at the 0.05 level of significance. This was used to accept or reject the hypotheses posted in the study.

RESULTS AND DISCUSSION

Table 1 shows that there is a frequency of 183 or 62 percent for the female respondents. It also shows that the male respondents got a frequency of 112 or 38 percent. The findings could be attributed to the fact that the female populace is higher than males and that the number of females entering school is higher than males. This is supported by the latest data of the Department of Education on the total enrollment of Grade 10 students in public secondary schools as reported by School Heads in the Enhanced Basic Education Information System (EBEIS) which shows that there are 598,247 male learners and 662,661 female learners enrolled in the School Year 2015-2016.

The table shows that most of the fathers of the respondents were high school graduates with a frequency of 97 or 32.9 percent followed closely by college graduates with a frequency of 96 or 32.5 percent while none of the respondents' fathers were Masters Graduates, Ph.D./Ed.D. Unit earners and Ph.D./Ed.D. Graduates. The table also shows that most of the mothers of the respondents were high school graduates with a frequency of 90 or 30.5 percent which topped the list while none of the respondents' mothers were Ph.D./Ed.D. Unit earners and Ph.D./Ed.D. graduates. This shows that most of the respondents' parents were high school graduates. This is supported by the findings of Cas that majority of the respondents' parents were high school graduates. [9]

The same table shows that the monthly income bracket of below 5000 with a frequency of 117 or 39.7 percent topped the list while the least monthly income bracket of P25, 000 and above obtained a frequency of 14 or 4.7 percent.This denotes that most of the respondents are categorized as poor, as evidenced by the number of parents who have monthly salary less than the official poverty threshold income of Filipinos amounting to P7,895.00 according to the 2016 Family Income and Expenditure Survey (FEIS 2016) of the Philippine Statistics Authority. [10]

The table also shows that the grade bracket of 85-89 with a frequency of 119 or 40.3 percent topped the list while only 9 or 3.1 percent got 75-79. It is also noted that none of the respondents got a grade bracket of below 75. Findings suggest that most of the students possess relatively very satisfactory average ratings in their Grades 7 to 10 Araling Panlipunan subject as described in the Department of Education Order No. 8 series of 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program which provide the grading scale and descriptors achieved by the learners per quarter and grade level.

Table 1
Profile of the Grade 10 Students
(N= 295)

Profile	Level	Frequency	Percentage (%)
Sex	Male	112	38.0
	Female	183	62.0
Highest Educational Attainment of Parents			
a. Father	College Grad. w/ MA units	4	1.4
	College Graduate	96	32.5
	College Undergraduate	36	12.2
	High School Graduate	97	32.9
	High School Undergrad.	24	8.1
	Elementary Graduate	27	9.2
	Elementary Undergrad.	9	3.1
	No formal Education	2	0.7
b. Mother	MA graduate	1	0.3
	College Grad. w/ MA units	9	3.1
	College Graduate	18	6.1
	College Undergraduate	41	13.9
	High School Graduate	90	30.5
	High School Undergrad.	46	15.6
	Elementary Graduate	87	29.5
	Elementary Undergrad.	1	0.3
	No formal Education	2	0.7
Average Family Monthly Income	P5,000.00 and below	117	39.7
	P5,001.00-P10,000.00	82	27.8
	P10,001.00- P15,000.00	41	13.9
	P15,001.00 -P20,000.00	24	8.1
	P20,001.00- P25,000.00	17	5.8
	P25,001.00 and above	14	4.7
Average grades in Araling Panlipunan in Grades 7 to 10	90-100	103	34.9
	85-89	119	40.3
	80-84	64	21.7
	75-79	9	3.1

Table 2.a

Frequency distribution on the level of acquired skills of Araling Panlipunan in terms of Araling Asyano and Kasaysayan ng Daigdig

N=295

Skills in Araling Panlipunan	Araling Asyano and Kasaysayan ng Daigdig									
	Poor		Fair		Good		Very Good		Excellent	
	f	%	f	%	f	%	f	%	f	%
Adherence to Ethical Standards	69	23.4	**114**	**38.6**	63	21.4	37	12.5	12	4.1
Research	5	1.7	25	8.5	79	26.8	**152**	**51.5**	34	11.5
Investigation	**93**	**31.5**	73	24.8	52	17.6	19	6.4	58	19.7
Communication	108	36.6	**142**	**48.1**	45	15.3	-		-	
Analysis and Interpretation of Data and Information	**147**	**49.8**	144	48.8	4	1.4	-		-	

Table 2.a shows the frequency distribution on the level of acquired skills of *Araling Panlipunan* in terms of *Araling Asyano* and *Kasaysayan ng Daigdig*. The shows that most of the respondents in Araling Asyano and Kasaysayan ng Daigdig got fair level of skill with a frequency distribution of 114 or 38.6 percent and least of the respondents got excellent with a frequency distribution of 12 or 4.1 percent for adherence to ethical standards. The findings entail the need to strengthen the skill of the respondents in terms of adherence to ethical standards as what Guimba emphasized that Social Studies must teach how people live, learn about important events in history and about the rights and responsibilities of the citizens. [11]

Students develop many skills as a result of studying ethics in high school. This study gives students the opportunity to explore and evaluate different opinions and compare them to their own. It promotes critical thought, which is beneficial to practice before making any decision. Critically thinking about situations also can prevent students from blindly following others without considering alternative options.

Table 2.a also shows the frequency distribution on the level of skills of Araling Panlipunan in Araling Asyano and Kasaysayan ng Daigdig in terms of research. This shows that majority of the respondents in Araling Asyano and Kasaysayan ng Daigdig got very good level of skill with a frequency distribution of 152 or

51.5 percent and only 5 or 1.7 percent of the respondents got a poor level of skill.

The result implies that the students have acquired research skills along their course of studying Araling Panlipunan from Grades 7 to 10. However, students are only exposed to limited strategies imploring research in Araling Asyano and Kasaysayan ng Daigdig. An issue will be presented and students will give their reactions concerning the problem and because of the advent of modern technology, students tend to copy researches online. The very good level of skill acquired by the students may be attributed this. For instance, the study of Sisti indicate that students are more easily able to justify copy–paste plagiarism for a variety of reasons that mirror justifications of other forms of conventional plagiarism. [12] Most students indicated they would never purchase a paper for reasons ranging from fear of getting caught to more principled and nuanced ethical claims.

Furthermore, the study of Purcell that despite the overall perception that the internet and digital technologies have a "mostly positive" impact on students' research habits, in most cases the teachers surveyed rate the specific research skills of their students "good" or "fair." Very few teachers rate their students "excellent" on any of the research skills asked about in the survey. [13]

Table 2.a also represents the frequency distribution on the level of skills of Araling Panlipunan in Araling Asyano and Kasaysayan ng Daigdig in terms of investigation. This shows that most of the respondents in Araling Asyano and Kasaysayan ng Daigdig have poor level of skill in investigation with a frequency distribution of 93 or 31.5 percent while only 19 or 6.4 percent of the respondents got very good level of skill.

The results may be attributed to the many activities and inherent segments in the Araling Panlipunan module that were not doable or needed improvements. [14] The poor level of skill of the students may be attributed to the insufficiency of instructional materials like maps, globes and books.

Moreover, the same table shows that most of the respondents in Araling Asyano and Kasaysayan ng Daigdig got a fair level of acquired skill with a frequency distribution of 142 or 48.1 percent. None of the respondents got very good to excellent level of skill. The findings imply the need to improve the communication skills of the respondents. This is supported by the findings of Lasala which shows that the participants have manifested low level communication skills in all of the communication dimensions. [15]

In addition, the table portrays that most of the respondents in Araling Asyano and Kasaysayan ng Daigdig got a poor level of skill with a frequency distribution of 147 or 49.8 percent followed closely by a fair level of skill with frequency distribution of 144 or 48.8 percent. It also shows that none of the respondents got very good and excellent level of skill.

The result implies the need to strengthen the analysis and interpretation of data skill of the respondents as what Purcell stated that today's students are not skilled enough at thinking critically about or synthesizing the information they find online. [16]

Table 2.b

Frequency distribution on the level of acquired skills of Araling Panlipunan in terms of Ekonomiks

N=295

Skills in Araling Panlipunan	Ekonomiks									
	Poor		Fair		Good		Very Good		Excellent	
	f	%	f	%	f	%	f	%	f	%
Adherence to Ethical Standards	44	14.9	**110**	**37.3**	99	33.6	39	13.2	3	1.0
Research	9	3.05	11	3.7	71	24.1	86	29.2	**118**	**40**
Investigation	**132**	**44.8**	69	23.4	76	25.8	16	5.4	2	0.7
Communication	143	48.5	**146**	**49.5**	6	2.0	-		-	
Analysis and Interpretation of Data and Information	**183**	**62.0**	109	36.9	3	1.0	-		-	

The table represents the frequency distribution on the level of skills of Araling Panlipunan in Ekonomiks in terms of adherence to ethical standards. This shows most of the respondents got fair level of skill with a frequency distribution of 110 or 37.3 percent while only 3 or 1 percent of the respondents got excellent skill. This shows that in both components, most of the respondents have relatively fair acquisition of Araling Panlipunan skills in terms of Adherence to Ethical Standards. The findings entail the need to strengthen the skill of the respondents in terms of adherence to ethical standards as what Guimba emphasized that Social Studies must teach how people live, learn about important events in history and about the rights and responsibilities of the citizens. [17]

Table 2.b also shows the frequency distribution on the level of skills of Araling Panlipunan in Ekonomiks in terms of Research. This shows that in Ekonomiks, most of the respondents got an excellent level of skill with a frequency distribution of 118 or 40 percent and only 9 or 3.05 percent of the respondents got a poor level of skill. The result implies that the students have acquired research skills along their course of studying Araling Panlipunan from Grades 7 to 10. The study of Sisti indicate that students are more easily able to justify copy–paste plagiarism for a variety of reasons that mirror justifications of other forms of conventional plagiarism. Most students indicated they would never purchase a paper for reasons ranging from fear of getting caught to more principled and nuanced ethical claims. [18]

Table 2.b also represents the frequency distribution on the level of skills of Araling Panlipunan in Ekonomiks in terms of investigation.This shows most of the respondents got poor level of skill with a frequency distribution of 132 or 44.8 percent and only 2 or 0.7 percent of the respondents got an excellent level of skill in investigation. The result implies the need to

improve the investigation skills of the respondents. This may be attributed to the many activities and inherent segments in the Araling Panlipunan module that were not doable or needed improvements. [19]

The same table shows that in Ekonomiks, most of the respondents got fair level of skill with a frequency distribution of 146 or 49.5 percent, and none of the respondents got very good to excellent

Table 3 showcases the difference in the level of Araling Panlipunan skills of Grade 10 students in terms of sex. Using Multivariate Analysis of Variance (MANOVA) -Wilk's Lambda, the table shows a 0.043 level of significance. This is below the set level of significance of 0.05 which means that there is a significant difference between the Araling Panlipunan skills of the respondents and their sex. Therefore the null hypothesis is rejected.

The same table reveals the difference in the level of Araling Panlipunan skills of Grade 10 students in terms of parent's educational attainment. The table shows that the educational attainment of the respondents' fathers obtained a 0.000 level of significance while the educational attainment of the respondents' mothers obtained a 0.001 level of significance. Both obtained a level of significance which is highly significant at 0.001 which denotes that there is a significant difference between the Araling Panlipunan skills of the respondents and the parents' educational attainment. Therefore, the null hypothesis is rejected.

level of skill. This is supported by the findings of Lasala which shows that the participants have manifested low level communication skills in all of the communication dimensions. [20]

Moreover, the table reveals that most of the respondents got a poor level of skill as shown by the frequency of 183 or 62 percent while none of the respondents got very good and excellent level of skill.

Further, Table 3 presents the difference in the levels of Araling Panlipunan skills of Grade 10 students in terms of family income. This denotes a 0.609 level of significance that is above the set level of significance at 0.05 which shows that there is no significant difference between the Araling Panlipunan skills of the respondents and their family income. Thus, the null hypothesis is not rejected.

Table 4 also shows the difference in the level of Araling Panlipunan skills of Grade 10 Students in terms of average grades in Araling Panlipunan. The table shows 0.000 level of significance using Multivariate Analysis of Variance (MANOVA) -Wilk's Lambda that is below the set level of significance at 0.05 which means that there is a significant difference between the Araling Panlipunan skills and the average grades in Araling Panlipunan. Therefore, the null hypothesis is rejected.

Table 3
Difference in the Level of Acquired Araling Panlipunan Skills of Grade 10 Students Across Profile

Profile	Wilk's Lambda	Sig.
1.Sex	2.324 *	**0.043**
2.a Father's Educational Attainment	2.911**	**.000**
2.b Mother's Educational Attainment	1.977**	**.001**
3. Family Income	.899	.609
4. Grades in AP	8.291**	**.000**

**Highly Significant at 0.01level of significance * Significant at 0.05 level of significance

Table 4 illustrates the relationship between the problems encountered by the respondents in terms of adherence to ethical standards. There is no significant relationship between adherence to ethical standards and problems encountered by the students as shown by the significance value of 0.709 which is higher than the set 0.05 level of significance. Thus the null hypothesis is not rejected. The r-value of -0.022 indicates a low negative relationship which means that the higher the level of knowledge and understanding of the skill, the lower is the degree of seriousness of the problems encountered.

Moreover, the relationship between the problems encountered by the respondents in terms of research. This denotes that there is no significant relationship between research skill and problems encountered by the students as shown by the significant value of 0.433 which is higher than 0.05 level of significance. Thus the null hypothesis is not rejected. The r-value of -0.046 indicates a low negative which means that the higher the level of knowledge and understanding of the skill, the lower is the degree of seriousness of the

The table also shows the relationship between the problems encountered by the respondents in terms of investigation. The result shows that there is no significant relationship between research skill and problems encountered by the students as shown by the significant value of 0.170 which is higher than the set 0.05 level of

significance. Thus, the null hypothesis is not rejected. The r-value of 0.080 indicates a positive relationship and the positive sign shows that the relationship is positive. This means that the higher the level of knowledge and understanding of the skill, the lower is the degree of seriousness of the problems encountered.

The table also reveals that the relationship between the problems encountered by the respondents in terms of communication. A significant relationship between communication skill and problems encountered by the students was revealed as shown by the significance value of .023 which is lower than 0.05 level of significance. Thus the null hypothesis is rejected. The r-value of -.132 indicates a low negative relationship which shows that the higher the level of knowledge and understanding of the skill, the lower is the degree of seriousness of the problems encountered.

The table also shows the relationship between the problems encountered by the respondents in terms of analysis and interpretation of data that denotes no significant relationship between analysis and interpretation of data and problems encountered by the students as shown by the significant value of 0.582 which is higher than the set 0.05 level of significance. Thus, the null hypothesis is not rejected. The r-value of -0.032 indicates a negative which means that the higher the level of knowledge and understanding of the skill, the lower is the degree of seriousness of the problems encountered.

Table 4

Relationship Between the Problems Encountered by the Respondents Across the Acquired Araling Panlipunan Skills

	Araling Panlipunan Skills	Correlation Value	Sig.
Problems Encountered	Adherence to Ethical Standards	-0.022	0.709
	Research	-0.046	0.433
	Investigation	0.080	0.170
	Communication	-.132*	0.023
	Analysis and Interpretation of Data and Information	-0.032	0.582

Significant at 0.05 level of significance

CONCLUSION AND RECOMMENDATION

Based from the above findings of the study, the following conclusions were drawn: on the profile of the respondents, majority are females, with both parents as High School Graduates, majority are largely considered Poor and have Very Satisfactory average in Araling Panlipunan; the students acquired below average acquisition in most of the skills in Araling Panlipunan except for research skill; there is a need to increase the number of instructional materials to be used by the students to further improve their Araling Panlipunan skills; there were differences in the acquisition of Araling panlipunan skills of the respondents in sex, educational attainment of parents, and average grades; and there is no significant relationship between the problems encountered and the level of other Araling Panlipunan skills except for Communication skill.

Based on these conclusions, the following are hereby recommended: interventions and remediation must be conducted to further enhance the Araling Panlipunan skills of the students particularly in the areas where they obtained low level of acquisition; teachers may conduct activities that would call for developing the higher order thinking skills of the students; teachers and research enthusiasts may come up with the same study with other variables; parents must check their monthly average income in relation to the acquired skills in Araling Panlipunan of their children; schools must increase the number of instructional materials in Araling Panlipunan and improve the Learning Resource Center; and performance tasks may be a focus of the study since the study only focuses on Content standards.

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