

Grade 11 Public Schools Students' Knowledge and Challenges in Learning the Sociocultural History of Negros Occidental

John Allan A. Galvez¹ and Joel M. Bual²

^{1,2}*University of Negros Occidental-Recoletos, Bacolod City, Philippines*

Introduction: Since Understanding Culture, Society, and Politics (UCSP) shapes cultural identity, grasping the socio-cultural history of Negros Occidental is essential for understanding regional dynamics. Therefore, this study assesses students' knowledge of this history and identifies the challenges they encounter in learning it.

Methodology: The study utilized a quantitative design. This was responded by a whole population of 278 Grade 11 UCSP students among public schools in Negros Occidental. In assessing, a researcher-made multiple-choice questionnaire was employed. Instrument was validated by 10 Subject Matter Experts. Content Validity Ratio computed using Lawshe's method. For reliability, responses were statistically analyzed using KR20, and item analysis was conducted. A checklist identified the challenges. Meanwhile, in analyzing the data, mean, standard deviation, frequency count, percentage distribution, and rank were utilized.

Results: Generally, they have a low knowledge of socio-cultural history of Negros Occidental. The knowledge of social history in educational, political, familial, religion, and economics are all low. The knowledge of cultural history in values and beliefs are all low and very low in terms of norms. In challenges, specifically teachers, find it hard to give examples of local history. Mostly, they do their instruction from textbooks. Students struggle with lessons and have a weak social science foundation. In learner environment, the school is deficient in learning materials. Also, the classroom is not conducive for learning. In subject, topics are broad. Additionally, some subject's lessons are unimportant.

Conclusion: The research highlights the importance of integrating lessons on the social and cultural history of Negros Occidental at the local level to aid students in meeting the UCSP objectives. Engaging teachers in curriculum planning and embracing appropriate teaching techniques can lead to a better understanding of the subject. Also, providing teachers with professional development and exposure to diverse teaching practices beyond textbooks can improve their instruction. Periodic curriculum reviews ensure learning activities align with outcomes and maintain student motivation in the UCSP course.

Practical Value: The findings have value to both the locale and scientific communities. These serve as a foundation for designing learning activity sheets to address the gaps in knowledge and skills. These may help schools especially the teachers in incorporating the socio-cultural history of Negros Occidental in the UCSP instruction. Lastly, this will provide further literature to the dearth of knowledge.

Direction for Future Research: This encourages future researchers to conduct similar studies in a larger scale to better understand the integration of local history in social sciences. Additionally, they are encouraged to employ designs for deeper analysis. It is also important in public schools to capture the students' experiences who may face different educational conditions and resource limitations.

Keywords: sociocultural history, knowledge, challenges, descriptive, Negros Occidental

CORRESPONDENCE: galvezjohnallan@gmail.com

ORCID: <http://orcid.org/0009-0003-24-54-888X>¹