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RESEARCH ARTICLE

TECHNOLOGY DEVICES USED IN TEACHING ARALING PANLIPUNAN: BASIS FOR LEARNING ACTIVITIES

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ABSTRACT

This study examines the technology devices used in teaching Araling Panlipunan and their correlation to the academic performance of college students. It aims to determine the commonly utilized technological devices in instruction, the extent of their use in classroom activities, and their perceived effectiveness in supporting student learning. The study also explores how technology-supported teaching strategies influence student engagement and academic outcomes.

Using a descriptive-correlational research design, data were gathered from selected college students enrolled in Araling Panlipunan courses through survey questionnaires. The findings identify the most frequently used technology devices in instruction and assess their relationship with students' academic performance. Results of the study serve as a basis for developing appropriate and technology-integrated learning activities that enhance student participation and improve academic achievement in Araling Panlipunan.

The study is limited to a specific college institution and focuses only on selected students enrolled in Social Studies-related programs. Findings may provide valuable insights for educators in improving instructional strategies through effective integration of technology

in the teaching and learning process.

INTRODUCTION

In today's technology-driven world, digital devices such as smartphones and laptops are essential in college students' academic lives, facilitating flexible learning beyond traditional classrooms. Educators face challenges regarding the dual nature of technology use—while it can enhance learning through access to resources, it may also distract students with non-academic content. The correlation between technology usage patterns and academic performance remains critical, necessitating further investigation into how device ownership and usage affect grades and competencies. This study aims to explore this relationship and inform the design of effective, balanced learning activities that foster student productivity and success. In conclusion, this research evaluates the influence of digital tools on student achievement, contributing to the discourse on educational innovation and student-centered learning in the digital age.

LITERATURE REVIEW

The reviewed literature shows that technology devices support the teaching and learning of Araling Panlipunan by improving studying and research, communication and collaboration, and class participation. Digital tools provide easier access to information, encourage teamwork, and make lessons more interactive. However, proper guidance is needed to manage distractions and other challenges. Overall, technology can contribute positively to learning when used appropriately.

RESEARCH QUESTIONS

This study addressed the following questions:

1. What is the profile of the respondents in terms of:
    1.1. Age; and
    1.2. Sex?

2. What is the perceptions of the respondents on technology device used in teaching Araling Panlipunan in terms of:
   2.1. Studying and research;
   2.2. Communication and collaboration; and
   2.3. Class participation?

3. Is there a significant difference between the respondents' perception on the use technology devices when profile is considered?

4. What learning activities may be crafted based on the results of the study?

METHODOLOGY

This study employs a Descriptive-Correlational Research Design to identify technology devices used in teaching Araling Panlipunan and examine their relationship with college students' academic performance. The descriptive aspect gathers data on the types of devices used and their integration in classroom instruction, while the correlational aspect assesses whether these devices significantly affect academic outcomes. The findings aim to inform the development of learning activities to enhance student performance in the subject.

FINDINGS

Profile of the respondents

1. **Age**. The majority of respondents are aged 24-25 and 26-27 years, each group comprising 40% (12 teachers).

2. **Sex**. Out of the total respondents, 23.4% are male and 76.6% are female, indicating a female majority.

Perceptions of the Respondents on Technology Device Used in Teaching Araling Panlipunan

The respondents indicated positive perceptions of the technology devices used in teaching Araling Panlipunan. 2. 1. They agreed on their efficacy for studying and research, achieving a composite mean of 3.47. 2. 2. and strongly agreed on their role in communication and collaboration, with a mean of 3.55. 2. 3. Additionally, they also agreed on the devices' effectiveness in promoting class participation, again scoring a mean of 3.47.

Significant difference between the respondents' perception on the use technology devices when profile is considered

The computed p-values for Age (p=2.51, p=2.87, p=3.95) and sex (p=5.77, p=7.45, p=5.00) are all greater than the 0.05 level of significance, indicating that the null hypothesis cannot be rejected. This suggests there is no significant difference in respondents' perceptions regarding the use of technology devices when their profiles are considered.

Learning Activities

The Learning Activities was crafted by the researcher based on the results of the study.

CONCLUSIONS

1. The majority of respondents are aged 18-19, primarily female.
2. They agreed on the use of technology devices in teaching Araling Panlipunan.
3. There is no significant difference in perceptions regarding technology use based on demographic profiles.
4. The researcher designed learning activities to enhance students' academic skills.

RECOMMENDATIONS

1. Continuous professional development programs, such as seminars and training, are recommended for female students aged 18-19 to enhance their technology skills in teaching Araling Panlipunan.
2. Schools should promote the integration of technological devices, including multimedia presentations and online resources, to create engaging lessons.
3. Equal opportunities for technology training and access to digital tools should be provided to all teachers, regardless of age or experience, as perceptions of technology use are uniform across profiles.
4. Teachers are advised to innovate learning activities by incorporating technology-based tasks that foster critical thinking, collaboration, and active student participation.

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