

STUDENT INVOLVEMENT IN THE DEVELOPMENT OF SCHOOL-BASED PROJECT: BASIS IN CRAFTING INSTRUCTIONAL MATERIALS IN LEARNING SOCIAL STUDIES.

ABSTRACT

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This study explores the significance of student involvement in the development of school-based projects as a foundation for crafting instructional materials in the context of social studies. Recognizing the potential of student participation to enhance learning outcomes, foster critical thinking, and promote a deeper understanding of subject content, this research examines how actively involving students in instructional material creation can support student-centered learning. The study aims to offer meaningful insights for educators seeking to adopt participatory approaches in instructional development. A descriptive quantitative research design was utilized. The study involved 50 Grade 11 HUMSS students selected through purposive sampling. Survey questionnaires served as the primary data collection tool. Demographic results showed that 64% of the respondents were 16 years old, and 72% were male. The participants were distributed across three sections: HUMSS 1101 (46%), HUMSS 1103 (28%), and HUMSS 1102 (26%). The study aimed to assess students' perceptions of their involvement in school-based projects and its impact on educational materials. Findings revealed that school-based projects effectively supported student needs in terms of engagement (mean = 3.404), well-being and health (mean = 3.376), and volunteering (mean = 3.196). Student involvement contributed positively to the project in terms of moral support (mean = 3.412), financial support (mean = 3.172), and academic support (mean = 3.408). Furthermore, students acknowledged their significant roles in the project's process (mean = 3.376), planning (mean = 3.516), and evaluation (mean = 3.400). These results suggest that student participation not only enriches the learning experience but also promotes a sense of ownership and accountability, aligning with the goals of the social studies curriculum. The study underscores the value of student involvement in school-based projects as a strategy for developing relevant and effective instructional materials. By engaging students in the planning, implementation, and evaluation phases, schools can enhance both teaching practices and student learning outcomes. Prioritizing student-driven instructional development supports educational relevance and encourages deeper learner engagement in the social studies classroom.

RECOMMENDED CITATION

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