SOCIAL INTERACTION OF STUDENTS IN ARALING PANLIPUNAN OF SELECTED JUNIOR HIGH SCHOOL IN SAN ANTONIO DE PADUA COLLEGE DURING THE PANDEMIC

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ABSTRACT
This research investigate the social interaction of students in Araling Panlipunan during this time of Pandemic as part of contemporary new normal education setup. The main purpose of this study was to determine the effects of knowledge context in the social interaction of selected junior high school students in the subject of Araling Panlipunan during pandemic in San Antonio De Padua College. The participants of this study were one hundred (100) junior high school of San Antonio de Padua College. The research was conducted in Santa Clara, Sur Pila, Laguna year 2020-2021.

The descriptive study used a quantitative method of inquiry was employed to answer the problem in this study using a customized survey questionnaire. A descriptive research presented the valuable information in realizing the nature of this study. Through the analysis of the data from the survey, the adjustment inside and outside of google meet for online class is part of a process. But with proper guidance and awareness, the social interaction of the student's in online class could help to establish meaningful learning, which promote that despite the pandemic the learning of the students should never stop. It was shown that "no significant effect of student social interaction to the knowledge context of the students". Therefore, the null hypothesis was sustained.

KEYWORDS: *social interaction, knowledge context, online learning*

INTRODUCTION
A school is an institution for educating children different subjects that they need to know. One of the subjects here in the Philippines is Araling Panlipunan where it is an umbrella term that relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about the event. The strategies of the teachers and the social interactions of the students is very important.

Social interaction is an exchange between two or more individuals and is considered to be a building block of the society. Social interaction can be studied between groups of two, three or larger social groups. Social interactions is very important because it can lighten your mood and make you feel happier and also promotes a sense of safety, belonging and security. Social Interaction plays an important role in learning. Interacting with other people has proven to be quite effective in assisting the learner to organize their thoughts, reflect on their understanding, and find gaps in their reasoning. According to Baumeister et al.(2007), to understand how we behave in social interactions, how we draw conclusions about our social interaction partners, or how the outcome of the social interaction will shape us and our social relationships, we need to observe and study humans engaged in a wide variety of different social contexts. Given the frequency of its occurrence and the importance of social interactions for understanding humans and for bringing about change for individuals and society, the lack of research using direct behavioral observation is surprising.

OBJECTIVE OF THE STUDY
The purpose of the study was to determine the effects of knowledge context in the social interaction of

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students in Araling Panlipunan of selected Junior High School in San Antonio de Padua College during the Pandemic.

Specifically, it sought to answers the following questions:

1. What is the mean level of knowledge context of Junior High School in Araling Panlipunan in terms of:
   1.1. Physical Condition;
   1.2. Psychosocial Setting; and
   1.3. Instructional Scheme?
2. What is the mean level of social interaction as to:
   2.1. Fellow effect; and
   2.2. Etiquette?
3. Is there a relationships of knowledge context in social interaction of Junior High School students in Araling Panlipunan during the pandemic?

METHODOLOGY

This study used a descriptive research method used to determine the social interaction of students in Araling Panlipunan of selected junior high school in San Antonio de Padua College during the pandemic. In the descriptive design, the study focused at the present condition. The researcher employed the survey checklist questionnaire to the students.

In order to facilitate data gathering, permission was sought from the school head of San Antonio de Padua College. After the permission was granted, the questionnaires were distributed in a way of google form to fit in present situation.

For knowledge context, the data were treated using weigted mean and standard deviation. To test the significance on the level of the effects on social interaction of selected junior high school students in Araling Panlipunan during the pandemic, Chi-Square is use in the study.

Chi-Square test, is any statistical hypothesis test where the sampling distribution of the test statistic is a chi-squared distribution when the null hypothesis is true, without other qualifications. Chi-squared test was used as short for Pearson's chi-squared test. And this was used to determine whether there was a significant difference between the expected frequencies and the observed frequencies in one or more categories.

RESULTS AND DISCUSSIONS

Level of Students' Knowledge Context in Araling Panlipunan

Table 1 presents the students were asked about their knowledge context in terms of physical condition. It was revealed that they *often* motivate themselves for positive reinforcement in class discussion (M=4.01, SD=0.703), seat in a preferential comfortable place inside the house (M=3.92, SD=0.748), and study the feedback given by the teachers (M=3.80, SD=0.711). They claimed that they *sometimes* consider the online activity as easy (M=2.77, SD=0.941) and sometimes get bored with routine task inside the google meet (M=2.61, SD=0.680).

Table 1. Level of Students' Knowledge Context in Araling Panlipunan in terms of Physical Condition

	Indicators	Mean	S.D.	Verbal Interpretation
1.	Use preferential seating inside the house for comfortable.	3.92	0.748	Often
2.	Get bored with routine task inside the google meet.	2.61	0.680	Sometimes
3.	Motivate myself to encourage positive reinforcement in class discussion.	4.01	0.703	Often
4.	Feedback from the references provided by my teachers.	3.80	0.711	Often
5.	Online activity is easy to do than face to face set up.	2.77	0.941	Sometimes
Overall Mean		*3.42*	*Often*	

Legend:
4.20 – 5.00 Very Often 3.40 – 4.19 Often 2.60 – 3.39 Sometimes 1.80 – 2.59 Rarely   1.00 – 1.79 Never

The overall mean of 3.42 indicates that they often consider the physical condition when attending classes in Araling Panlipunan. This means that the Physical condition is usually affect the knowledge context of the students in online learning.

Table 2 presents the level of the students were asked about their knowledge context in terms of psychosocial setting. It was revealed that they *often* in participating in online activities (M=3.78,

SD=0.786), enter and leave the meeting in response to the teacher's instruction (M=4.09, SD=0.818), socialize online with the peer group during and after the class session (M=3.56, SD=0.715), they felt like they was a member of a group during online class (M=3.89, SD=0.815), and they're was able to form distinct individual impressions of some group members during the online group activities (M=3.52, SD=0.502).

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Table 2. Level of Students' Knowledge Context in Araling Panlipunan in terms of Psychosocial Setting

Indicators	Mean	S.D.	Verbal Interpretation
1. Participating online school activities.	3.78	0.786	Often
2. Enter and leave the meeting in response to the teacher's instruction.	4.09	0.818	Often
3. Socialize online with the peer group during and after the class session.	3.56	0.715	Often
4. I felt like I was a member of a group during online class.	3.89	0.815	Often
5. I was able to form distinct individual impressions of some group members during the online group activities	3.52	0.502	Often
Overall Mean	*3.77*	*Often*	

Legend:
4.20 – 5.00 Very Often 3.40 – 4.19 Often 2.60 – 3.39 Sometimes 1.80 – 2.59 Rarely 1.00 – 1.79 Never

The overall mean of 3.77 showed that the level of student's knowledge context in Araling Panlipunan in terms of psychosocial setting had remark of great extent and interpreted as often.

Table 3 presents the level of the students were asked about their knowledge context in terms of instructional scheme. As shown, the students to a *very often* that teacher used PowerPoint presentation as instructional tools ($M=4.65$, $SD=0.479$), the instructions on how to accomplish the online task is very clear ($M=4.55$, $SD=0.500$), keep in track on how well to do the online activity based on the lesson ($M=4.38$, $SD=0.488$), and the example used by the teacher has a connection on the online class discussion ($M=4.50$, $SD=0.503$). They claimed that *often* the example used by the teacher has a connection on the online class discussion ($M=4.00$, $SD=0.791$).

Table 3. Level of Students' Knowledge Context in Araling Panlipunan in terms of Instructional Scheme

Indicators	Mean	S.D.	Verbal Interpretation
1. Participate in online class discussion based on the topics discussed.	4.00	0.791	Often
2. The teacher used PowerPoint presentation as instructional tools.	4.65	0.479	Very often
3. Provide very clear instructions on how to accomplish the online task.	4.55	0.500	Very often
4. Keep in track on how well to do the online activity based on the lesson.	4.38	0.488	Very often
5. The example used by the teacher has a connection on the online class discussion.	4.50	0.503	Very often
Overall Mean	*4.42*	*Very Often*	

Legend:
4.20 – 5.00 Very Often 3.40 – 4.19 Often 2.60 – 3.39 Sometimes 1.80 – 2.59 Rarely 1.00 – 1.79 Never

The overall mean of 4.42 indicates that they very often consider the instructional scheme when attending classes in Araling Panlipunan. This means that the instructional scheme is usually affect the knowledge context of the students in online learning.

Level of Students' Social Interaction

Table 4 presents the level of the students were asked about their social interaction as to fellow effect. It was revealed that they *often* in influencing their classmates to participate in online discussion ($M=3.93$, $SD=0.807$), their awareness in their classmates would turn off their cameras during online class ($M=3.49$, $SD=0.577$), make favorable response on the suggestion and comments of the teacher in a group representation activity ($M=3.54$, $SD=0.540$) and online grouped activities helped them learn more efficiently than if they were working alone ($M=3.73$,

SD=0.737). They claimed that *sometimes* their willingness to accept assignment as a leader in the online class activity (*M*=3.25, *SD*=0.821).

Table 4. Level of Students' Social Interaction as to Fellow Effect

Indicators	Mean	S.D.	Verbal Interpretation
1. Influencing my classmates to participate in online discussion.	3.93	0.807	Often
2. My awareness that my classmates would turn off their cameras during online class.	3.49	0.577	Often
3. Willingness to accept assignment as leader in the online class activity.	3.25	0.821	Sometimes
4. Make favorable response on the suggestion and comments of the teacher in a group representation activity.	3.54	0.540	Often
5. Online grouped activities helped me learn more efficiently than if I were working alone.	3.73	0.737	Often
Overall Mean	3.59 *Often*		

Legend:

4.20 – 5.00 Very Often 3.40 – 4.19 Often 2.60 – 3.39 Sometimes 1.80 – 2.59 Rarely   1.00 – 1.79 Never

The overall mean of 3.59 indicates that they often consider the fellow effect when attending classes in Araling Panlipunan. This means that the fellow effect is usually affect the social interaction of the students in online learning.

Table 5 presents the level of the students were asked about their social interaction as to etiquette. It was revealed that they *very often* in giving respect and obey their teacher during online class (*M*=4.61, *SD*=0.490) and listen attentively and focus on the online discussion of their teacher (*M*=4.48, *SD*=0.502). However the students are *often* in the actions by the other members of their group usually influenced them to do further work (*M*=4.06, *SD*=0.722). They claimed that *sometimes* staying away and avoid social interaction with their classmates during and after the online class (*M*=2.82, *SD*=0.783). They also claimed that *rarely* giving up easily in a very demanding situation (*M*=2.10, *SD*=0.798).

Table 5. Level of Students' Social Interaction as to Etiquette

Indicators	Mean	S.D.	Verbal Interpretation
1. Give respect and obey teacher during online class.	4.61	0.490	Very often
2. Give up easily in a very demanding situation.	2.10	0.798	Rarely
3. Stay away and avoid social interaction with classmates during and after the online class.	2.82	0.783	Sometimes
4. Listen attentively and focus on the online discussion of the teacher.	4.48	0.502	Very often
5. Actions by other members of my group usually influenced me to do further work.	4.06	0.722	Often
Overall Mean	3.61 *Often*		

Legend:

4.20 – 5.00 Very Often 3.40 – 4.19 Often 2.60 – 3.39 Sometimes 1.80 – 2.59 Rarely   1.00 – 1.79 Never

The overall mean of 3.61 indicates that they often consider the etiquette when attending classes in Araling Panlipunan. This means that the etiquette is usually affect the social interaction of the students in online learning.

Relation between the Students' Knowledge Context in Araling Panlipunan and their Social Interaction

The relationship between students' knowledge context and their social interaction was tested in this study. It was found that there is *significant* relationship between the knowledge context in terms of physical condition and their social interaction as to fellow effect (*r*=0.267, *p*=0.025). Although the relationship is weak, it is positive. This means that as the students have understanding of the physical condition, they are still able to bring positive influence to their classmates.

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Table 6. Relationship between the Students' Knowledge Context in Araling Panlipunan and their Social Interaction

Variables	Physical Condition			Psychosocial Setting			Instruction Scheme		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
Fellow effect	0.267	0.025	S	0.389	0.018	S	0.325	0.020	S
Etiquette	0.315	0.022	S	0.304	0.030	S	0.558	0.015	S

Legend:
$\pm 0.80 - \pm 1.00$ *Very strong*
$\pm 0.60 - \pm 0.79$ *Strong*
$\pm 0.40 - \pm 0.59$ *Moderate*
$\pm 0.20 - \pm 0.39$ *Weak*
$\pm 0.00 - \pm 0.19$ *Very weak*

Also, there is *significant* relationship between the knowledge context in terms of psychosocial setting and the students' social interaction as to fellow effect ($r=0.389$, $p=0.018$). The relationship is weak but positive. This means that environment may affect the behavior may be physical or social as well as objective or subjective (Sallis and Owen, 2002). A weak but positive relationship was found between the knowledge context in terms of instruction scheme and the students' social interaction as to fellow effect ($r=0.325$, $p=0.020$). The relationship is *significant*. This means that in a teacher-centered classroom, instructors control the environment because control how information is dispersed and shared. In an online course, with instant access to vast resources of data and information, students are no longer dependent on the faculty for knowledge. Learning is becoming more collaborative, contextual and active. Educators must identify their objectives, design their curriculum, and then consider how the online environment serves the instructional objectives/activities of that curriculum.

Also, there is a *significant* relationship between the knowledge context in terms of physical condition and their social interaction as to etiquette ($r=0.315$, $p=0.022$). Although the relationship is weak, it is positive. There is *significant* relationship between the knowledge context in terms of psychosocial setting and the students' social interaction as to etiquette ($r=0.304$, $p=0.030$). The relationship is weak but positive. This means that social presence is closely linked with the affordances of the online spaces and individual's perceptions of each other's immediacy, intimacy, and a sense of group cohesion (Sung & Mayer, 2012). A weak but positive relationship was found between the knowledge context in terms of instructional scheme and the students' social interaction as to etiquette ($r=0.558$, $p=0.015$). The relationship is *significant*. This means that in stating that the blended learning strategy enables educational institutions to implement a more learner-centered approach to teaching where learners are given space and flexibility to indulge with effective learning activities.

CONCLUSIONS

From the data gathered and discussed, the following conclusions were derived: The mean level of physical condition of a student's to knowledge context and the psychosocial setting showed great extent or often. While the instructional scheme indicate to very often. Which mean that a good online classroom planning, managing and handling could help to provide effective knowledge context and create to establish learning for diverse learners. While physical condition and psychosocial setting should be prioritize in establishing learning inside the online classroom or google meet. Small or large group activities may be encouraged for both learner to participate. Teachers were evident flexible to adapt to new trend in education to cater online learning. Also foremost findings showed that the level of social interaction among students as to fellow effect and etiquette are great extent or often to the knowledge context. We cannot change the fact that this pandemic has a lot of lesson and adjustment that teach us most especially in learning. The adjustment inside and outside of google meet for online class is part of a process. But with proper guidance and awareness, the social interaction of the student's in online class could help to establish meaningful learning, which promote that despite the pandemic the learning of the students should never stop. It was shown that "no significant effect of student social interaction to the knowledge context of the students". Therefore, the null hypothesis was sustained.

RECOMMENDATIONS

On the basis of the major findings and conclusions of the study, the following recommendation were official:

1. The secondary teachers dealing with the subject of Araling Panlipunan may equip themselves through attending seminar/webinar. Educate themselves by acquiring courses or units related to the subject to have a better management.
2. Curriculum planners may collaborate with individuals to create varied strategies and methods for effective teaching online learning process.
3. School administration, parents and other stakeholders may collaborate to assist to the students online learning for better academic performance.
4. The school may have a better understanding of the awareness about the research result between the knowledge context and social interaction of the students in online learning.
5. Future research may be undertaken to enhance the present study.

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