

Content Analysis of K to 12 World History Teaching Guides in terms of Teaching Approaches

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Abstract This study is a content analysis of the Philippines Department of Education K to 12 World History teaching guides, focusing on teaching approaches geared towards the development of historical thinking skills among Grade 8 students. Learning activities purposively chosen by the researcher were categorized and coded using ATLAS.ti, a qualitative data analysis software. Then, themes that emerged were validated by three historians. Results showed more emphasis on the inquiry approach while there is lesser emphasis on the multidisciplinary approach. This means that students could easily identify continuity and change as teaching guides are heavily oriented on the inquiry approach, but they could hardly take historical perspectives due to limited activities based on multidisciplinary approach. It is recommended that instructional material writers should give equal emphasis on teaching approaches indicated in the curriculum. This is to provide equity and equality for the development of various historical thinking skills.

Keywords: content analysis, historical thinking skills, teaching approaches, teaching guides, World History

Introduction

Background of the Study

Various international assessments measuring educational outcomes, like the Programme for International Student Assessment (PISA) have motivated various countries to improve their academic programs (Ercikan & Seixas, 2015). Curricular revisions have been implemented to improve students' literacy skills which include complex thinking in different learning areas. For instance, the United States developed the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical subjects. This initiative emphasized, among others, the need to train students to go beyond rote memorization of facts in order for them to develop historical thinking – i.e., a critical and comparative interrogation of historical texts which entails corroboration, sourcing, and contextualization (Ercikan & Seixas, 2015; Reisman, 2015).

In the Philippines, History is subsumed under Social Studies, and World History is the content area in Grade 8 Social Studies (Department of Education, 2014a). The K to 12 Social Studies curriculum guide aims to develop historical thinking among students using chronological-thematic, conceptual, inquiry, integrative, multidisciplinary, and interdisciplinary approaches (Department of Education, 2016). However, recent research on history education in the Philippines indicate that memorization of facts still persists in learning history despite the curricular reforms made by the Department of Education (Nery-Cura & de Guzman, 2018). This could be because “covering gargantuan texts remains the most collective scheme of teaching history” in the Philippines (Culminas-Colis et al., 2016, p. 57). Naturally, this practice has impeded students' critical thinking, which may partly explain the Philippines' low performance in the 2018 cycle of the PISA implemented by the Organisation

for Economic Cooperation and Development (OECD, 2019). More than 80% of Filipino students who participated in the PISA did not reach a minimum level of proficiency in reading (OECD, 2019). There is thus a need to evaluate the instructional materials being used by teachers to ensure that these materials can help develop historical thinking skills among students.

The Philippines' Department of Education (DepEd) Order No. 70, series of 2012, provided Social Studies learning modules with teaching guides which, especially in World History, were expected to help teachers train their students in historical thinking. To determine whether this curricular objective has been achieved, this study explored a content analysis of the K to 12 World History teaching guides.

Instructional Materials in History Teaching

Teaching guides are essential instructional materials for history teachers to be able to plan and assess student learning (Booth & Hylad, as cited in Culminas-Colis et al., 2016). In the case of World History under the Philippine K to 12 curriculum, teaching guides are geared towards learning competencies – i.e., “knowledge, understanding, skills, and attitudes” (Department of Education, 2015, p. 3) – which should enable students to “investigate the past in a deeper, more meaningful fashion” (Charap, 2015, p. 168).

The goals of history instruction also need to match the tasks designed to assess the students' competencies (Smith & Breakstone, 2015). For instance, if the objective is to analyze historical events using primary sources, then the learning activity should be geared towards the development of sourcing as a historical thinking skill. Here, students will be able to have an opportunity to analyze historical documents written by eyewitnesses to deepen their understanding of the lesson. In this way, teachers will be able to assess whether

students can think historically through learning activities that aim to help them become “adept at using the tools and habits of mind employed” in history (Charap, 2015, p. 169; cf. Lund, 2012).

Teaching Approaches in History

Aside from matching learning objectives and activities, there is also a need to align the content of the lessons and the teaching approaches that teachers will use (Brookhart, 2015). This is because a teaching approach is usually dependent on the topic that will be taught by the teacher. In this regard, the K to 12 Social Studies curriculum guide highlights six teaching approaches in World History. These include chronological-thematic, conceptual, inquiry, integrative, interdisciplinary, and multidisciplinary approaches (Table 1).

Table 1.
Teaching Approaches in History.

Teaching approaches	Essential Ideas
Chronological-thematic	<ul style="list-style-type: none">• Objective: sequencing of historical events (Woodcock, 2011)• Student’s Task: determine correct chronology and causes of historical events
Conceptual	<ul style="list-style-type: none">• Objective: form evidence-based conclusions• Student’s Task: understand history using sources (Ashby, 2011)
Inquiry	<ul style="list-style-type: none">• Objective: discover the consequences of a historical event (Woodcock, 2011)• Student’s Task: apply the steps of the scientific method, i.e. from asking questions to forming conclusions (Brookhart, 2015).

Integrative	<ul style="list-style-type: none">• Objective: link ideas and concepts together• Student's Task: determine the relationship of different concepts (Wrenn, 2011)
Interdisciplinary	<ul style="list-style-type: none">• Objective: combine various concepts from different disciplines to form a central theme (Peterson, 2011).• Student's Task: use a central theme to explain an event
Multidisciplinary	<ul style="list-style-type: none">• Objective: use concepts from different disciplines to discuss an event (Peterson, 2011)• Student's Task: explain an event using concepts from other disciplines

These six teaching approaches are “crucial in the advancement of pedagogical practices in History teaching to make the Social Studies classroom slowly shift from a memory-based and teacher-dominated atmosphere into a more critical oriented and student engaged learning space” (Nery-Cura & de Guzman, 2018, p. 224). However, the K to 12 Social Studies curriculum guide of the Department of Education (2016) failed to specify what historical thinking skill does a teaching approach develop. As Duquette (2015, p. 51) notes, “teachers are not always provided with models or categories on which they might base their assessments, leaving them with the difficult task of identifying and assessing these concepts in the works of their students”. The teaching guides in World History, thus, need to specify the historical thinking skill that each teaching approach can develop.

Historical Thinking Skills in Social Studies

Recent researches in history education define historical thinking as “the ability to establish historical significance, to use primary source evidence, to identify continuity and change, to analyze cause and consequence, to take historical perspectives, and to understand the ethical dimension of historical interpretations” (Ercikan et al., 2015, p. 208). This definition of historical thinking is based on the “Benchmarks of Historical Thinking” developed by Seixas (as cited in Seixas et al., 2015, p. 102), the main goal of which is to develop historical thinking among students. The six categories of historical thinking that need to be incorporated in the history curriculum, particularly in the learning activities, are as follows:

Table 2.
Historical thinking skills.

Historical thinking skills	Descriptions
Establish historical significance	• incorporate trends, issues, and current events (Seixas et al., 2015)
Use primary source evidence	• develop sourcing, contextualization, and corroboration (Reisman, 2015)
Identify continuity and change	• investigate the progression of human life (Counsell, 2011)
Analyze cause and consequence	• understand the cause and consequence of an event (Woodcock, 2011)
Take historical perspectives	• to shift from one perspective to another (Shanahan, 2015)
Understand the ethical dimension of historical interpretations	• develop moral thinking and judgment (Peterson, 2011)

These six categories of historical thinking skills are expected to be reflected in the Department of Education’s

World History teaching guides containing specific learning activities based on specific teaching approaches (cf. Burenheide, as cited in Brookhart, 2015; Charap, 2015).

To assess the intended historical thinking skills that can be developed by students, the National Research Council of the United States proposes an “assessment triangle” which includes “cognition, observation, and interpretation” (Seixas et al., 2015, p. 104). Cognition refers to the historical thinking skills that are expected to be developed among the students. Observation refers to the analysis of the learning activities or tasks which will provide evidence of students’ historical thinking while interpretation refers to the analysis of evidence of students’ historical thinking (Seixas et al., 2015). Here, learning activities will be subjected to content analysis to come up with evidence of students’ historical thinking. The said assessment triangle is shown in Figure 1.

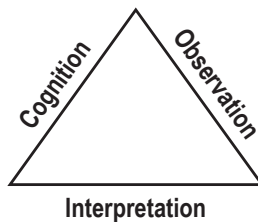


Figure 1. Assessment Triangle by Seixas et al. (2015).

Similarly, an evidence centered design (ECD) approach to identifying intended historical thinking skills that students can develop is also proposed by recent studies (Ercikan et al., 2015). This assessment approach is composed of three components. The first component is the cognition and learning model. This component includes the definition of the target historical thinking skill and its development. The second component is the task model. This component “identifies how tasks need to be designed to assess different”

historical thinking skills and the progression of such skills (Ercikan et al., 2015, p. 208). The third component is the evidence model. This component “specifies how student performance should be interpreted and evaluated in relation to the targeted” historical thinking skills (Ercikan et al., 2015, p. 208). Figure 2 shows the evidence centered design (ECD) approach to assessment

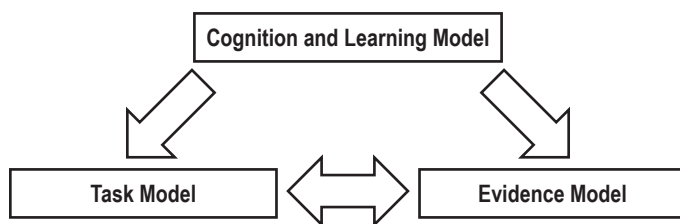


Figure 2. Evidence Centered Design (ECD) Assessment Approach by Ercikan et al. (2015).

As aforementioned, history education in the Philippines is still teacher-dominated and memory-based which explains the low performance of the Philippines in large scale assessments like PISA. This calls for the use of various teaching approaches that can help develop historical thinking skills among students. But, based on literature, instructional materials in history do not indicate what historical thinking skill can a teaching approach develop. This is problematic as teachers do not know what outcome are they assessing from their students (Duquette, 2015).

Recent research on history education in the Philippines only focused on a single method, i.e. Reading Like a Historian, which can help students use primary source evidence (Culminas-Colis et al., 2016). Also, a qualitative research on the teaching of history in Philippine secondary classrooms employed a philosophical framework to plot the instructional delivery of the lesson (Nery-Cura & de Guzman, 2018). Both local studies agree that teaching approaches

are crucial to the development of historical thinking skills. However, there has not been any known research conducted on the analysis of K to 12 World History teaching guides in terms of approaches in the Philippines. This research gap provides an opportunity to conduct a content analysis of the World History teaching guides to explore evidence of intended historical thinking skills to be developed by Grade 8 students.

Framework of the Study

Based on the review of prior studies on instructional materials in history teaching, teaching approaches in history, and historical thinking skills in Social Studies, this study operates within the following framework:

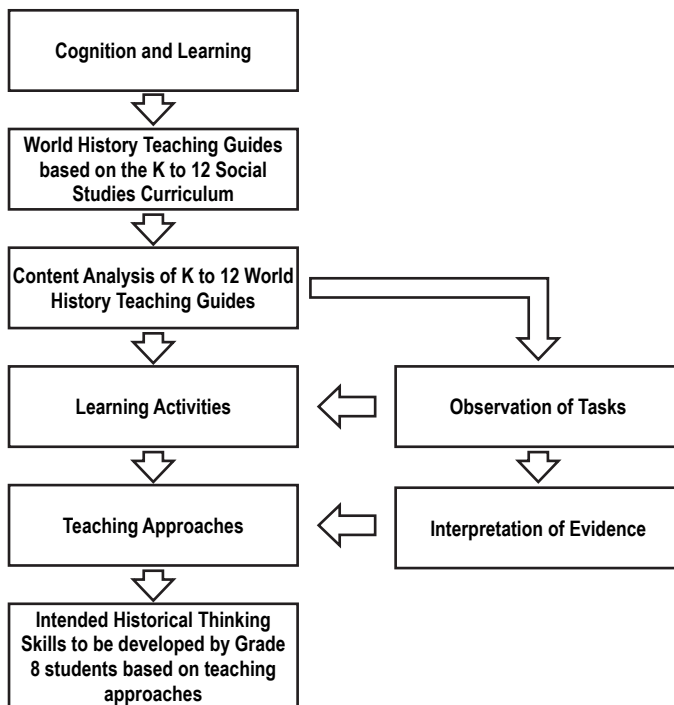


Figure 3. Conceptual Framework of the Study.

This study determined the intended historical thinking skills to be developed by Grade 8 students based on the teaching approaches incorporated in the K to 12 World History Teaching Guides of the Department of Education. Here, the teaching guides in World History were subjected to content analysis. Observation of tasks was done through an analysis of learning activities stated in the World History teaching guides to form themes that reflect evidence of teaching approaches (Seixas et al., 2015). Then, interpretation of evidence of teaching approaches from which learning activities are based was done to form themes that reflect intended historical thinking skills to be developed by Grade 8 students (Ercikan et al., 2015). In this way, teachers can help students think historically by having teaching guides in World History that indicate intended historical thinking skills based on teaching approaches. Also, teachers can assess the “progression of students’ expected cognitive development” through a well-defined alignment of the teaching approaches and the historical thinking skills that students are intended to develop (Duquette, 2015, p. 51).

Purposes of the Research

This study sought to content analyze the World History Teaching Guides based on the K to 12 Social Studies curriculum of the Department of Education in terms of teaching approaches. Specifically, this study aimed to:

- a. determine the teaching approaches evident in the World History Teaching Guides; and
- b. identify historical thinking skills that can be developed by Grade 8 students based on the teaching approaches that are evident in the World History Teaching Guides.

Methodology

Research Design

This study employed content analysis to determine the teaching approaches in the World History teaching guides and identify historical thinking skills that can be developed by Grade 8 students. Content analysis was used as the study investigated the stated learning activities in the World History teaching guides.

Study Context

The researcher content analyzed the World History teaching guides of the Department of Education (2014b) in the Philippines. These teaching guides are written in Filipino and are designed to guide the teachers in teaching the different lessons in World History. Also, these instructional materials are written by Social Studies teachers who have experienced teaching World History in the secondary level. The writing of these instructional materials, which ran from September 30 to October 11, 2013, was facilitated by the Department of Education-Instructional Materials Council Secretariat (DepEd-IMCS). Then, the validation was done from October 21-25, 2013, while the refinement was from November 4-8, 2013 (Ocampo, 2013). Furthermore, the instructional materials in World History are expected to be written through a Filipino lens as the K to 12 Social Studies curriculum highlights localization and contextualization of the content of the lessons (Department of Education, 2016).

Sample

This study content analyzed four World History teaching guides developed by the Department of Education. Each World History teaching guide corresponds to a grading period with topics that are patterned after the learning modules in Grade 8 Social Studies. The purpose of these teaching guides is to

help teachers in the instructional delivery of their lessons. Here, purposive sampling of learning activities was done to determine evidence of teaching approaches and historical thinking skills in the World History teaching guides.

Content Analysis Procedure

This content analytic study started with a thorough reading of the World History teaching guides.

Categorization

After reading the teaching guides, learning activities of the teaching guides were categorized according to the teaching approach they belong. A set of rules was used in categorizing the parts of the teaching guides. For instance, in determining whether a category is reflected in a specific part or in whole, the attributes should be present or evident in a word, phrase, sentence, paragraph, or in the entire lesson. In addition, a glossary of teaching approaches was used to easily categorize a learning activity to a teaching approach. Examples of each teaching approach was included in the glossary to have an easier categorization of the learning activities.

Coding

A codebook and its corresponding rules for coding were employed to have easy collection and analysis of data. Here, a code for each category was written on a matrix together with the evidence/s. The evidence/s was/were attribute/s of the category/ies that was/were present in the lesson.

Analysis

This study used frequency counts and percentages as quantitative approaches to content analysis (Riffe et al., 2014). Here, the number of occurrences of evidences was noted to determine the orientation of the teaching guides in

terms of teaching approaches. On the other hand, this study employed ATLAS.ti, a qualitative data analysis software, to facilitate ease in analyzing the evidences and in producing the reports. Here, “replicable and valid inferences from texts . . .” were produced (Krippendorff, 2013, p. 24).

Emergence of Themes

Themes were formed from the inferences produced with the aid of the qualitative data analysis software. These themes were discussed and analyzed using concepts in the reviewed literature and studies. Then, the historical thinking skills that Grade 8 students can develop based on the teaching approaches evident in the World History teaching guides are revealed.

Validity and Reliability

This study used the member-checking procedure to ensure the validity and reliability of the formed themes. Here, three historians evaluated the themes that were formed. The criteria used to evaluate the themes were clarity, relevance, logic, having a weight of evidence for a claim, accuracy, and plausibility (Wright, as cited in Lim, 2015).

The validators of the themes used a matrix that contains the criteria for evaluating the formed themes and the content standards the Department of Education has set in the K to 12 Social Studies curriculum. Here, a formed theme is valid and reliable if it is clear, relevant, logical, evident, accurate, and plausible in relation to the content of the World History teaching guides. In this regard, the evaluators agreed that the themes were valid and reliable as far as the content standards are concerned.

Ethical Consideration

The researcher obtained permission from the Director of the Bureau of Curriculum Development of the Department of

Education to use the instructional materials for the study. The Director stated that the World History teaching guides are public domains and can be used freely in this content analytic study.

Results and Discussions

This section presents the salient findings of the study. Here, quantitative and qualitative results are presented and discussed in order to address the objectives of the study.

Teaching Approaches Evident in the World History Teaching Guides

Table 3 shows that learning activities are categorized and coded according to a particular teaching approach. Then, themes of teaching approaches were formed to determine the orientation of the teaching guides.

Table 3.

Summary of Codes (Teaching approaches).

Theme	Selected Evidences of Teaching Approaches in World History Teaching Guides	Codes	General Description of the Theme	Frequency and Percentage of Teaching Approaches in World History Teaching Guides
Chronological-thematic	Civilization Pathway Diagram Based on the lesson, the students will complete the Pathway Diagram by writing significant events in chronological order. pp. 40-41	APP- Chronological- Thematic	Sequencing of historical events using a common theme	6 (2.86%)
Conceptual	Construction of Civilization-Web Diagram Discuss the important concepts in the Civilization-Web Diagram. pp. 39-40	APP- Conceptual	Forming conclusions based on evidences	32 (15.24%)

Inquiry	Three Words in One Process Questions 1. What are the unique characteristics of each continent? 2. In what aspects do the continents have similarities and/or differences? 3. Why is it important to study the characteristics of continents? p. 9	APP-Inquiry	Asking questions, posing hypothesis, gathering data, testing possible solutions and hunches, and coming to conclusions	138 (65.71%)
Integrative	Thank You Letter Based on the lesson regarding the role of geography to the development of ancient civilizations, the students will write a "Thank You Letter." p. 43	APP-Integrative	Linking ideas and concepts together for easier and better understanding	23 (10.95%)
Interdisciplinary	In Focus: Preservation of Heritages of Ancient Civilizations of the World ...proposed project which aims to preserve the significant heritage sites of your country. p. 112	APP-Interdisciplinary	Combining various concepts from different Social Science disciplines to form as central theme	7 (3.33%)
Multidisciplinary	In Our Place In this activity, the students' understanding regarding climates of the world will be evaluated. p. 7	APP-Multidisciplinary	Using concepts from different disciplines to enrich the lesson	4 (1.90%)

Chronological-thematic

Activities are categorized under chronological-thematic approach as they require the students to trace the historical events through graphic organizers under a common theme. Results show that six out of the 210 or 2.86% of the learning activities are oriented on the chronological-thematic approach. This means that few topics which require chronological

thinking were incorporated in the instructional materials. This is in contrary to the recommendation of Woodcock (2011) that teachers should employ sequencing of historical events in their lessons.

Conceptual

Activities are categorized under the conceptual approach as they ask the students to form conclusions through a diagram. Results show that 32 or 15.24% of the learning activities are oriented on the conceptual approach. This means that lessons in World History tend to focus on the formation of conclusions based on evidence. This can provide opportunities for students to use historical evidences (Ashby, 2011).

Inquiry

Learning activities are categorized under the inquiry approach as they require the students to answer a set of questions and to investigate a particular topic. Results show that 138 out of the 210 or 65.71 % of the learning activities in the four World History teaching guides are oriented on the inquiry approach. This means that lessons in World History greatly emphasize the use of questions to investigate historical events (Woodcock, 2011).

Integrative

Activities are categorized under the integrative approach as they link the present lesson with their previous topics. These activities allow the learners to use the skills they have learned in the previous lesson with their new lesson. Results show that 23 or 10.95% of the learning activities are oriented on the integrative approach. This means that lessons in World History tend to integrate different topics together to help students understand their significance

(Wrenn, 2011).

Interdisciplinary

Activities are categorized under the interdisciplinary approach as they use a theme, i.e. Preservation of cultural heritage, in delivering the learning activity. This theme crosses the boundaries of different Social Science disciplines like Sociology and Anthropology. Results show that 7 or 3.33% of the learning activities are oriented on the Interdisciplinary approach. This means that there are few lessons in World history which uses a central theme in learning (Peterson, 2011). This contrasts with the recommendation of Seixas et al. (2015) that lessons in history should cut across different Social Science disciplines.

Multidisciplinary

Activities are categorized under the multidisciplinary approach as they use other Social Science disciplines like Geography in enriching the lesson. However, it was noted that only four or 1.90 % of the learning activities are oriented on the multidisciplinary approach. This means that the use of concepts from different disciplines to expound the lesson while maintaining the identity of each discipline is the least emphasized teaching approach in World History (Peterson, 2011). This, in turn, explains why teachers in history tend to confine their lessons on a single perspective and fail to shift from one perspective to another. This contrasts with the recommendation of Shanahan (2015) that students should consider different perspectives in understanding historical accounts.

Historical thinking skills that can be developed based on teaching approaches evident in the World History Teaching Guides

Table 4 shows that learning activities are categorized and coded according to historical thinking skills. Then, themes of historical thinking skills were formed to determine their alignment to a particular teaching approach.

Table 4.
Summary of codes (historical thinking skills [HTS]).

Theme	Selected Evidences of Historical thinking skills in World History Teaching Guides	Codes	General Description of the Theme	Alignment to Teaching approaches
Analyze cause and consequence	Greece...In one Glance The students will analyze the timeline regarding the historical events during the Roman Empire, which shows its rise, development, and downfall. p. 81	HTS-Cause	Applying chronological thinking	Chronological-thematic
Use primary sources	You are a Bourgeois! The students will supply the information needed to complete the cloud call out graphic organizer and concept map. p. 140	HTS-Primary	Using sourcing, contextualization, and corroboration	Conceptual
Identify continuity and change	Picture Analysis Process Questions 1. What is the idea shown in the picture? 2. If you will be a witness of this event, what would you feel? 3. How could we avoid war in this world? p. 219	HTS-Change	Exploring progression of events	Inquiry

Establish historical significance	Flow of History In order to link first and second lessons of Unit 2, the students will review their past lesson using a diagram. p. 98	HTS- Significance	Determining the significance of events	Integrative
Understand the ethical dimensions of historical interpretations	Meditate! Let the students read and analyze the lesson regarding the contradicting views of the government and the church regarding family planning. p. 154	HTS- Dimensions	Applying moral thinking and judgment	Interdisciplinary
Take historical perspectives	Read and Learn The students need to understand the relationship of geography to the rise of kingdoms and empires in Africa. p. 91	HTS- Perspectives	Perspective-taking	Multidisciplinary

Analyze Cause and Consequence

Activities are categorized under analyze cause and consequence as these ask students how and why certain conditions and actions led to a particular historical event (Seixas et al., 2015). This is aligned to the chronological-thematic approach as students will develop chronological thinking through an analysis of the cause and consequence of an event (Woodcock, 2011). This means that the use of chronological-thematic approach can help develop the skill on analyzing cause and consequence among students.

Use Primary Source Evidence

Activities are categorized under use primary source evidence as these ask students to “find, select, contextualize, and interpret sources for a historical argument” (Seixas et al., 2015, p 103). This is aligned to the conceptual approach as students will employ sourcing, contextualization, and

corroboration that are essential in forming conclusions based on evidence (Reisman, 2015). Also, the use of concept maps in these activities can help in better understanding of sources (Ashby, 2011). This means that the use of Conceptual approach can help develop the skill on using primary sources.

Identify Continuity and Change

Activities are categorized under identify continuity and change as these ask students to investigate “what has changed and what has remained the same over time” (Seixas et al., 2015, p. 103). This is aligned to the inquiry approach as students will explore the progression of historical events with the use of guide questions that aim to discover the consequences of these events (Counsell, 2011; Woodcock, 2011). This means that the use of inquiry approach can help develop the skill on identifying continuity and change.

Establish Historical Significance

Activities are categorized under establish historical significance as these ask students to integrate issues in their previous lessons to the new topic (Seixas et al., 2015). This is aligned to the integrative approach as students will link trends and issues in their lessons to determine the significance of historical events (Peterson, 2011; Wrenn, 2011). This means that the use of integrative approach can help develop the skill on establishing historical significance.

Understand the Ethical Dimension of Historical Interpretations

Activities are categorized under understand the ethical dimension of historical interpretations as these emphasize moral thinking and judgment among students (Peterson, 2011). This is aligned to the interdisciplinary approach as these activities cut across different disciplines like Political Science and Philosophy under a central theme

like family planning (Seixas et al., 2015). This means that the use of Interdisciplinary Approach can help develop the skill on understanding the ethical dimension of historical interpretations.

Take Historical Perspectives

Activities are categorized under take historical perspectives as these ask students to shift from one perspective to another (Shanahan, 2015). For instance, students can take a geographical lens to understand the rise of kingdoms during the ancient times. This is aligned to the multidisciplinary approach as these activities require students to borrow concepts from different disciplines like Geography to enrich the lesson (Peterson, 2011). This means that the use of multidisciplinary approach can help develop the skill on taking historical perspectives.

Conclusion

This content analytic study found that the teaching approaches evident in the K to 12 World History teaching guides include inquiry, conceptual, integrative, interdisciplinary, chronological-thematic, and multidisciplinary approaches. However, the World History teaching guides show more emphasis on the inquiry approach to teaching, followed by conceptual and integrative approaches, respectively. On the other hand, the teaching guides put lesser emphasis on Interdisciplinary, chronological-thematic, and multidisciplinary approaches, respectively. This means that writers of instructional materials in Social Studies have limited knowledge and skills on other teaching approaches like interdisciplinary, chronological-thematic, and multidisciplinary. Due to this, Social Studies teachers have low exposure to other teaching approaches aside from inquiry, conceptual, and integrative approaches. Hence, this implies

the need for intensive training of Social Studies teachers on different teaching approaches in World History.

Also, the findings of this content analytic study suggest that historical thinking skills like analyzing cause and consequence, using primary sources, identifying continuity and change, establishing historical significance, understanding the ethical dimension of historical interpretations, and taking historical perspectives can be developed through the teaching approaches evident in the World History teaching guides. However, due to the unequal balance of teaching approaches in the World History teaching guides, students have insufficient exposure to learning activities that can help develop other historical thinking skills. This means that students could easily identify continuity and change as the teaching guides are heavily oriented on the Inquiry approach, but they could hardly take different historical perspectives due to limited activities that are based on the Multidisciplinary approach. This implies the need to improve the teaching guides in World History as the development of students' historical thinking skills depends on them.

Recommendations

Writers of instructional materials should give equal emphasis on the teaching approaches highlighted in the K to 12 Social Studies curriculum. This is to provide equal opportunities for the development of various historical thinking skills. In this regard, an instructional material developer should ensure that all of the components and provisions of the teaching guides in terms of approaches are sufficient in developing various historical thinking skills. This could be done by employing an instructional-design theory that will lay the foundation for an effective instructional material as it explicates the approaches that can be found in the teaching guides and elaborate on the underlying assumptions about how students learn and how

best to help them learn (Reigeluth, 2012). In addition, the Department of Education must implement a more stringent selection of instructional material writers in history and develop punitive measures to ensure that instructional materials are not produced mainly for commercial purposes both by the authors and the publishers for real education. In this way, Social Studies teachers will have valid, reliable, and sufficient teaching guides in World History that can be used to help students develop essential historical thinking skills.

This content analytic study only focused on the manifest content of the instructional materials or those that are explicitly stated like the learning activities. It did not concentrate on the latent content of the instructional materials or those that are implied like the educational philosophy of the writers. Thus, a discourse analysis of both learning modules and teaching guides in World History could be done to substantiate the findings of this content analytic study. In addition, while the study employed three (3) historians to validate the themes that emerged in the World History teaching guides, it was the researcher who content analyzed the instructional materials and did not employ other persons to establish inter-coder reliability. Thus, a study that will employ multiple coders can be conducted to have more reliable findings.



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