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Emerging Innovations in Teaching Social Science Courses

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Abstract:
The Fourth Industrial Revolution propelled humanity to respond to its sophisticated requirements. Thus, education has to align its content towards it. This study investigated how the 21st century instructors and professors, especially in the Higher Education level, employ innovations in teaching Social Science courses. The study utilized the descriptive research design using a correlational approach. The respondents were the Social Science instructors and professors across seven (7) campuses of Surigao del Sur State University (SDSSU).
Based on the findings, the emerging innovations in teaching Social Sciences were moderately utilized by the instructors and professors in the university. In addition, they had agreed that they employed substantial preparation on the development of these teaching innovations. Consequently, the extent of preparation and extent of utilization of the emerging innovations have revealed a positive correlation. However, the results showed that there is a significant correlation among the big campuses compared to the small campuses of SDSSU.

Keywords: Fourth industrial revolution, education 4.0, innovation, social sciences

1. Introduction

In today's new world of fast changing technology, education system is now being tested by various challenges and demands brought by the new breed of learners in the different fields. The 21st century propelled education to the next level, where human and technology are conformed to create new possibilities. Nowadays, Social Science instructors have to develop innovations to engage and respond effectively to their students. Consequently, this study aims to investigate how the 21st century instructors and professors especially in the higher education level, employ innovations in teaching Social Science courses.

The advancement of technology and information actuate the rapid changes and transformation in teaching method and the setting of the learning processes (Dunwill, 2016). In the study of Kozinski (2017), Gen Z students enjoy group discussions and highly interactive learning environment. For them, learning is without boundaries, they can learn anywhere and anytime and have unlimited access to new information. On top of that, the use of digital tools and online forums are recommended as they prefer them to be integrated in their learning process. In the study of Madhumita (2016), through Social Science, students develop their understanding of the world. In order to develop their perspectives of their environment and the process of its continuous advancement, the teachers of Social Science should cross the boundary of conventional teaching and incorporate innovation in their teaching that student may feel connected in their learning situation. Thus, this research will contribute to provide valuable information on how the Social Science instructors and professors revitalize their efforts in employing advance methods of teaching in the field.

1.1. Objective of the Study

This study aimed to investigate how the 21st century instructors and professors especially in the higher education level, employ innovations in teaching Social Sciences. Specifically, this study sought to answer the following:
- To identify the emerging innovations used by the Social Science professors/instructors;
- To evaluate the extent of preparation Social Science professors/instructors regarding these innovations; and
- To determine the correlation on the preparation of the faculty and these innovations.

2. Research Methodology

2.1. Research Design

This study employed the descriptive research design using correlational approach or method to examine the relationship between the utilization of the emerging innovation and the preparation of the faculty in the development of the teaching innovations in Social Science courses. In the study of Bhat (2020), correlational research is a type of non-experimental research method, in which a researcher measures two variables. It aims to understand and assess the statistical relationship or findings without influence from any extraneous variable. Thus, the researcher aimed to determine if there was a correlation on this effect based on the classification used; where the group of big campuses includes Tandag Main, Cantilan, Lianga and Tagbina and the group of small campuses includes Cagwait, San Miguel and Bislig.

2.2. Research Locale

The study was conducted in the seven (7) campuses of Surigao del Sur State University (SDSSU) namely; Tandag City Main Campus, Cantilan Campus, Cagwait Campus, San Miguel Campus, Lianga Campus, Tagbina Campus and Bislig Campus. This Institution is the only State University in the Province of Surigao del Sur.

SDSSU has a percentage of 89.55% of undergraduate and graduate academic programs which earned advanced accreditation level conferred by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). The Institution is noted to have the most AACCUP accredited programs in Caraga Region, in fact, the Commission on Higher Education awarded Surigao del Sur State University the recognition of having the most number of accredited programs in 2017 as given on the 9th day of January 2018 during the regional conference of Caraga HEI's key personnel at Balanghai Hotel, Butuan City. Furthermore, SDSSU was officially certified of having passed the International Standardization Organization (ISO) by the National Quality Assurance Firm (NQA) last January 2018.

Along with the goal of SDSSU to produce competent and skilled graduates, the University continues to upgrade its efforts to respond to the demands of time. Education 4.0 sets toward another direction to meet the needs of the Fourth Industrial Revolution. In the part of academic instruction, vital actions were taken to ensure the conformity and quality of services. In this regard, on October 22, 2018, the University reinstated the role of the Instructional Material Development Committee through the Instructional Material Managing Board (IMMB) under approved Board Resolution no. 69 to sustainably develop innovations in teaching. Consequently, with the preliminary assessment of the members of IMMB, there is a need to encourage the instructors and professors particularly in the field of Social Sciences to develop innovative teaching materials suitable to the needs of the 21st century learners.

2.3. Research Respondents

The respondents of the study were the Social Science instructors and professors handling the following specific courses offered in the program curriculum series of 2017 which includes Understanding the Self, Reading in Philippine History, Contemporary World, Arts Appreciation, Science Technology and Society, Life and Works of Rizal, Ethics, Philippine Popular Culture, Gender and Society and Peoples, Culture and Environmental Issues in Caraga Region. Furthermore, this study employed a complete enumeration of respondents across seven (7) campuses of Surigao del Sur State University (SDSSU).

SDSSU Campus	No. of Respondents
Tandag Main Campus	37
San Miguel Campus	7
Lianga Campus	12
Bislig Campus	7
Cantilan Campus	15
Cagwait Campus	6
Tagbina Campus	12
Total	96

Table 1: Distribution of Respondents

2.4. Research Instruments

A survey questionnaire was utilized in the study. It underwent a thorough validation. The researcher had set an inclusion criterion of experts based on their academic field and expertise. The validators should be licensed in their field of specialization preferably in the Licensure Examination for Teachers (LET). They should be actively employed in the academic institution and had at least five (5) years of experience in teaching or in educational supervision. The qualifications include at least Master's Degree holder in relation to any Social Science field of specialization and should have been exposed in the development or utilization of the emerging teaching innovations.

Additionally, there were five (5) experts in the field of instruction particularly in the Social Science courses/programs who validated the said tool prior to the conduct of the study. The validators were composed of a Masters of Arts in Sociology and an instructor from Caraga State University (CSU), a Master of Education in Social Science and an instructor from Philippine Normal University (PNU), a Master of Arts in Psychology and a Registered Psychometrician and an instructor from the Father SaturninoUrios University (FSUU), a Doctor of Education (EdD) and currently the Education Program Supervisor for Social Studies in the DepEd Surigao del Sur Division and a Doctor of Philosophy (PhD) who is currently the Education Program Supervisor for Learning Resource Management from DepEd Tandag City Division.

The questionnaire has seven (7) parts. Part I contains profile of the respondents which include the name, age, sex, civil status, address, position, designation, SDSSU campus connected, the educational attainment, eligibility, teaching experiences, length of teaching services and also the seminars or training attended which are related to innovations in teaching. Part II includes the Emerging Innovations used by Social Science Faculty, which composed of ten (10) sub-components and has five (5) vital indicators. These include the Digital Learning Resources, Hi-Tech Learning Spaces, Mobile Technology, Virtual / Augmented Reality, Game-Based Learning, Artificial Intelligence, Use of Contextualized Materials, Socio-Digital Participation, Flipped Classroom and Project-Based Learning.

Furthermore, the validated survey questionnaire had undergone and passed the 'Reliability Testing' which was conducted in Agusan del Sur State College of Agriculture and Technology (ASSCAT) in Bunawan, Agusan del Sur. The

questionnaire was tested using Cronbach's Alpha Reliability Test. Part II has a Cronbach's alpha of 0.9664 and Part III has 0.9765 which clearly means that the questionnaire is highly reliable since the results are greater than the passing value of 0.7 Cronbach's alpha.

2.5. Data Gathering Procedure
The researcher gathered the needed data for the study by employing the following: A letter request for approval on the conduct of the study was sent to the office of the University President. Upon the approval, the researcher sent another letter addressed to the Dean and the Department Chairperson of the College of Arts and Sciences in Tandag Main-Campus. The same letter was sent to each of the Campus Directors in Cantilan, Cagwait, San Miguel, Tagbina and Lianga. In Bislig Campus, (newest campus of SDSSU), the letter was sent to its Acting Dean. After seeking an approval from all the Campus Administrators, the researcher personally administered the survey questionnaire to the Social Sciences Instructors and Professors of the SDSSU System.

After the implementation of the survey questionnaire, the interpretation of data followed. The results were tabulated by campuses and were consolidated to see the over-all impact of the study. The researcher verified the tabular results from the statistician to examine the veracity of the computation and cogency of the application of statistical formula. After which, a thorough analysis of the results was taken based on the findings. With the findings of the study, the researcher had designed and structured a framework that will significantly address the gap of the study.

3. Results and Discussions

3.1. Utilization of the Emerging Innovations in Teaching Social Sciences
Table 2 presents the findings on the emerging innovations used by the faculty based on the degree of their utilization on various categories of innovations used in teaching Social Sciences. Among the emerging innovations, the use of contextualized materials has the highest weighted mean score of 4.282 with the verbal description of 'always utilized'. With this result, most of the respondents affirmed that the content of teaching and learning in Social Science courses in SDSSU were closely adapted and concomitant to local conditions, environment and resources in the community. The professors and instructors in the field use instructional materials which are affordable and available in the community. Hence, the faculty of Social Sciences have employed teaching styles such as classroom exhibits, local workshops and seminars, miniature museums and the like using localized and indigenized resources.

Moreover, there were three (3) emerging innovations in teaching which have reached the verbal description of 'utilized'. These are the socio-digital participation with the weighted mean score of 3.860, project-based learning with the weighted mean score of 3.798 and the flipped classroom with the weighted mean score of 3.662. Using socio-digital participation, the students were engaged with knowledge-oriented participation using intellectual ICT tools and internet sources. The learners are permitted to use gadgets such as smart phones and tablets.

Emerging Innovations in Teaching Social Sciences	Weighted Mean	Verbal Description
Hi-Tech Learning Spaces	3.23	Moderately Utilized
Mobile Technology	3.102	Moderately Utilized
Game-Based Learning Activities	2.574	Less Utilized
Virtual / Augmented Reality	2.54	Less Utilized
Flipped Classroom	3.662	Utilized
Project-Based Learning	3.798	Utilized
Socio-Digital Participation	3.86	Utilized
Use of Contextualized Materials	4.282	Always Utilized
Artificial Intelligence	2.746	Moderately Utilized
Average Weighted Mean	3.311	Moderately Utilized

Table 2: The Mean Scores on the Utilization of the Emerging Innovations in Teaching Social Sciences

They were allowed to share and collaborate through the use of social media and to encourage the use of credible internet video resources. Using project-based learning, the students were exposed to practical knowledge through internships or in community and industry immersion projects. The students under this innovative instruction effectively learn through asking questions, debating ideas, making predictions, designing plans, collecting, analyzing data, and drawing conclusions in the various issues and concerns in the Social Sciences field. The engagement of project-based learning also motivates students to develop products and outputs which may eventually be taken to the market. Using flipped classroom, allows professors and instructors to use modules and other innovative materials as their learning resource packages. The learners of SDSSU were given the freedom to personally engage on the learning process. The professors and instructors of Social Science courses motivated their students to participate in the activity and can even share and voice out their opinions through media platforms.

On the other hand, the least utilized emerging innovations are the game-based learning activities with the weighted mean score of 2.574 and the virtual / augmented reality with the weighted mean score of 2.540. These two (2) emerging innovations have a verbal description of 'less utilized' which means that these are innovations that are still difficult to be used in teaching Social Science courses.

The extent on the utilization of the emerging innovations in teaching Social Sciences among the instructors and professors in SDSSU has an average weighted mean score of 3.311 with the verbal description of 'Moderately Agree'. The findings revealed that the faculty of Social Sciences were knowledgeable on various innovations in teaching. With these results, it is evident that SDSSU instructors and professors particularly in Social Sciences are employing teaching innovations, however, on moderate level. Thus, there is still a need to explore and exert more effort to motivate the faculty of Social Sciences to upgrade their teaching capability using various emerging innovations.

Empirically, these four (4) mentioned innovations in learning which were utilized by the instructors and professors in teaching Social Science courses has suited to the characteristics and traits of the 21st century learners or the Gen Z. The latter were considered digital natives; they have spent all their growing-up years completely surrounded by technology and immersed in digital environments through smart devices (Feria, 2019). The use of socio-digital participation allows them to use gadgets and share through the use of social media or in the internet. Moreover, Gen Z learners are good in multitasking. They can easily handle several tasks at once. In this regard, project-based learning mainly employs practical knowledge helps Gen Z to engage with volunteer projects, internships, and apprenticeships that motivate them to learn the value of community support and service to others.

Being independent, self-confident, and autonomous are also some of the key characteristics of Gen Z (Robertson, 2018). Flipped classroom can be one of the best strategies for them, since it offers various materials that allow them to work independently. Bite-sized content from video series and mini lectures often catch their attention and end up getting them more curious about the topics. Furthermore, with the use of contextualized materials, the Gen Z learners help become more engaged with the real world. By immersing students through meaningful participation in real situations, they will able to improve their awareness of the relevance of their decisions in a changing world. For them, personalizing everything is key using instant communication. There is a struggle to become independent in just about everything. Schools and educators need to understand what lies at the core of the Gen Z, what motivates and stimulates their attitudes towards learning.

Schools, as institutions of learning, must support the new generation's thirst for active, flexible, and collaborative learning, one that drives towards the future with a spirit of independence and critical thinking. With the help of innovative learning solutions that deepen their engagement and ensure their success, it is hoped to help every young learner become engaged and be responsible digital citizens.

3.2. Utilization of Emerging Innovations in Teaching Social Sciences by Campus

Table 3 presents the results on the utilization of the emerging innovations in teaching Social Sciences by campus. Among the campuses that had the most number of utilized emerging innovations in teaching Social Sciences are the Cagwait campus with an average mean score of 3.717 and Tagbina campus with an average mean score of 3.536. These two (2) campuses had reached the verbal description of 'Utilized' on the level of utilization of these presented innovative instruction. These campuses have seven (7) utilized innovative instructions which include digital learning resources and assessments, hi-tech learning spaces, mobile technology, flipped classroom, project-based learning, socio-digital participation and the use of contextualized materials. By number, this was followed by Cantilan campus with five (5) utilized innovations with an average mean score of 3.256. The other four (4) campuses, namely, Tandag campus got an average mean score of 3.314, San Miguel campus got an average mean score of 3.019, Lianga campus got an average mean score of 3.170 and Bislig campus got an average mean score of 2.979. These campuses had affirmed four (4) common utilized innovations which includes the flipped classroom, project-based learning, socio-digital participation and the use of contextualized materials. Hence, the overall mean score of 3.284 in the utilization of emerging innovations in teaching Social Sciences by campus and reached the description of 'moderately utilized'.

CAMPUS	Utilized Innovations	Average Mean Scores	Verbal Descriptions
	Ø project-based learning	3.314	
	Ø socio-digital participation		Moderately Utilized
	Ø use of contextualized materials		
San Miguel	Ø flipped classroom		
	Ø project-based learning	3.019	Moderately Utilized
	Ø socio-digital participation		
	Ø use of contextualized materials		
Lianga	Ø flipped classroom		
	Ø project-based learning	3.17	Moderately Utilized
	Ø socio-digital participation		
	Ø use of contextualized materials		
Bislig	Ø flipped classroom		
	Ø project-based learning	2.979	
	Ø socio-digital participation		Moderately Utilized
	Ø use of contextualized materials		
Cantilan	Ø digital learning resources and assessments		
	Ø flipped classroom	3.256	Moderately Utilized
	Ø project-based learning		
	Ø socio-digital participation		
	Ø use of contextualized materials		
Cagwait	Ø digital learning resources and assessments		
	Ø hi-tech learning spaces	3.717	Utilized
	Ø mobile technology		
	Ø flipped classroom		
	Ø project-based learning		
	Ø socio-digital participation		
	Ø use of contextualized materials		
Tagbina	Ø digital learning resources and assessments		
	Ø hi-tech learning spaces		
	Ø mobile technology	3.536	Utilized
	Ø flipped classroom		
	Ø project-based learning		
	Ø socio-digital participation		
	Ø use of contextualized materials		
Over-All Means Score		3.284	Moderately Utilized

Table 3: Utilization of Emerging Innovations in Teaching Social Sciences by Campus

Based on the age profile of the respondents (Appendix G), Cagwait campus has the highest percentage, there are fifty percent (50%) instructors and professors who are teaching Social Sciences with the age bracket of 18-25 years old. According to study, teachers who belong to these generations tend to utilize more innovative learning tools than those teachers who belong to prior generations (PL, 2016). The result implies that the new generation of instructors and professors in Social Sciences share an affinity and comfort of technology with their Gen Z learners. These educators could relate better with their students in terms of their preferences in teaching and learning processes. They are more open to the changes brought about by the Fourth Industrial Revolution.

On the other hand, Bislig campus has the highest percentage of age profile with 36 and above age bracket. Eighty six percent (86%) of the instructors and professors teach Social Sciences courses. It conforms to the result in Table 3 that Bislig campus has also the less number of utilized innovations in teaching Social Sciences. Further, it implies that age profile is a significant factor that affects the extent of utilization of emerging innovations in teaching.

3.4. Extent of Preparation of Social Science Faculty in Developing Teaching Innovations

Table 4 presents the mean scores on the extent of preparations in developing teaching innovations among instructors and professors of Social Sciences. The social media influence has the highest weighted mean score of 4.042 with the verbal description of 'agree'. The findings affirmed that most instructors and professors of Social Sciences are active social media users. They often use Social Media to influence their students particularly in teaching and learning

processes. They openly allow their students to respond with them in social media and use this as part of their teaching strategy particularly for the Generation Z learners. Thus, the faculty of Social Sciences can afford gadgets which allow them to access in the internet regularly through their Social Media accounts.

This was followed by the professional growth and development with weighted mean score of 3.665 and has a verbal description of 'agree'. Through Professional Growth and Development our instructors and professors in Social Sciences were able to acquire knowledge on the trends and innovations in teaching particularly with their further studies in the masters and doctor's degree. They were able to develop teaching innovations as part of their academic requirements in the graduate schools. Some of them who were able to avail academic scholarships. With this, they tend to manifest more motivation to develop innovations in teaching.

Preparations	Weighted Mean	Verbal Description
Industry Immersion	3.375	Moderately Agree
Social Media Influence	4.042	Agree
Proficiency in various Educational Softwares	3.194	Moderately Agree
Community of Practice (CoP)	3.562	Agree
Attendance to Online Training and Courses	2.896	Moderately Agree
Professional Growth and Development	3.665	Agree
Average Weighted Mean	3.442	Agree

Table 4: The Mean Scores on the Extent of Preparation of Social Science
Faculty in Developing Teaching Innovations

Another preparation is the community of practice (CoP) with the weighted mean score of 3.562 and has a verbal description of 'agree'. The instructors and professors of Social Sciences affirmed their active involvement on collaborations in the development of innovative teaching materials which are suitable to the needs of the Generation Z learners. They had openly collaborated with the other experts in the field to develop innovations in the teaching and learning processes. They employ the peer teaching classes or sessions and get even more motivated through faculty support system. These preparations led them to develop collaborative agenda which continually respond to the needs of the learners.

On the other hand, the lowest mean scores are the attendance to online trainings and courses with the weighted mean of 2.896 and the faculty proficiency in various educational software with the weighted mean of 3.194. These preparations reached the verbal description of 'moderately agree' which implies that the mentioned preparations are still limited. The instructors and professors still need more opportunities to be sent to trainings and workshops in the preparation for developing innovations in teaching.

Thus, the extent on the preparations of the Social Science faculty in developing teaching innovations in SDSSU has an average weighted mean score of 3.442 with the verbal description of 'agree'. The findings revealed that the faculty of Social Sciences affirmed to have substantial preparations in the development of teaching innovations. With these results, it is evident that SDSSU instructors and professors particularly in Social Sciences are given vital resources and opportunities to have acquired knowledge and skills to upgrade their strategies and styles in teaching.

The innovative nature of education is determined by the innovative activity of teachers their attitude to innovations, their readiness and ability to create new educational products and educational technologies. The three (3) affirmed preparations of Social Science faculty in developing teaching innovations are the manifestations of their innovative behavior. Instructors and professors teaching Social Sciences from different campuses have identical preparations of the developing teaching innovations. It means that not only external factor, but also internal motivation to participate in innovative processes has a significant impact on teacher's behavior and that innovative behavior can be formed at both the group and individual levels (Trapitsit et al., 2018). Thus, the social media influence, professional growth and development, and the community of practice were proven as significant innovative activity among instructors and professors in teaching Social Sciences subjects.

3.5. Preparations of Social Science Faculty in Developing Innovations by Campus
Table 5 presents the mean scores of the extent of preparations of Social Sciences faculty in developing innovations by campus. Cagwait campus has the highest number of affirmed preparations with an average mean score of 3.793 and has affirmed all the seven (7) preparations given. This is followed by Tagbina campus, with an average mean score of 3.534 and Bislig campus with an average mean score of 3.573 and has affirmed four (4) preparations. Next in line are the Lianga campus with an average mean score of 3.501, Cantilan campus with an average mean score of 3.349, and San Miguel campus with an average mean score of 3.216. These three (3) campuses had affirmed three (3) preparations.

Campus	Affirmed Preparations	Average Mean Scores	Verbal Descriptions
	Ø Community of Practice (CoP)		
	Ø Community of Practice (CoP)		
	Ø Professional Growth & Development		
Lianga	Ø Social Media Influence	3.501	Agree
	Ø Community of Practice (CoP)		
	Ø Professional Growth & Development		
Bislig	Ø Adopted from Training and Workshops		
	Ø Social Media Influence	3.573	
	Ø Community of Practice (CoP)		Agree
	Ø Professional Growth & Development		
Cantilan	Ø Social Media Influence	3.349	Moderately Agree
	Ø Community of Practice (CoP)		
	Ø Professional Growth & Development		
Cagwait	Ø Adopted from Training and Workshops		
	Ø Industry Immersion	3.793	Agree
	Ø Social Media Influence		
	Ø Proficiency in various Educational Softwares		
	Ø Community of Practice (CoP)		
	Ø Attendance to Online Training and Courses		
	Ø Professional Growth and Development		
Tagbina	Ø Industry Immersion	3.534	Agree
	Ø Social Media Influence		
	Ø Community of Practice (CoP)		
	Ø Professional Growth & Development		
Over-All Means Score		3.475	Agree

Table 5: Preparations of Social Science Faculty in Developing Innovations by Campus

On the other hand, the least number of only (2) affirmed preparations are in Tandag Campus with an average mean score of 3.359. The most common affirmed preparations employed in most campuses are the Social Media Influence, Community of Practice (CoP) and the Professional Growth and Development.

Among the campuses, SDSSU Cagwait categorically agreed to have affirmed all seven (7) preparations employed in developing innovations in teaching Social Sciences. It is noted that it has also the most utilized emerging teaching innovations. The result therefore has to do with the age profile of the respondents. Social Science courses were taught by 50% instructors with age bracket of 18-25 years old. It implies that these young teachers have actively executed various preparation towards these innovations in teaching.

It is revealed in the study of Thurlings et al., (2015) that innovative behavior is determined as the reaction of a person to the changes taking place around him/her. It is the active self-consciousness of a person or a group that will determine in developing his or her goals and means to achieve them. In this regard, the new generation of instructors/professors is more open and adaptable with the changes. These age brackets are among the teachers who were born with the technology and cannot imagine life without internet. This exposure made them more receptive on innovations in teaching and learning processes.

Variable Tested	Mean	Computed r- value	p - value	Decision	Conclusion
Preparation by Campus	3.53	0.6877	0.5173	Accept H_0	**Not Significant**
Utilization by Campus	3.24				

Table 6: Correlation Analysis between the Preparation of the Faculty and the
Utilization of the Emerging Innovations used in Teaching Social Science Courses in Big Campuses

In the correlation analysis, the researcher classified the computation through groupings in consideration of the geographical or physical conditions, level of internet accessibility, as well as the number of population and program offering of the campuses. These factors served as bases where the campuses were grouped into two (2): first is the big group which include Tandag, Cantilan, Lianga and Tagbina campuses, and second is the small group which include the Cagwait, San Miguel and Bislig Campuses. This classification gave more impartial analysis than employing the general computations of all seven (7) campuses that could compromise the over-all statistical findings of the study.

3.6. Correlation Analysis between the Preparation of the Faculty and the Utilization of the Emerging Innovations used in Teaching Social Science Courses in Big Campuses

Consequently, table 6 presents the correlation analysis of the preparation of the faculty and the emerging innovations used in teaching Social Science courses particularly on the four (4) identified big campuses of SDSSU, namely,

Tandag Main, Cantilan, Lianga and Tagbina. The table reveals the computed R-value of 0.5887 which suggests a positive correlation among the variables represented by the campuses. The computed p-value of 0.4113 is less than the significance level at 0.05 which implies that the positive correlation between the preparation and utilization of the emerging innovation is statistically significant.

The findings implied that there is a significant correlation between the faculty preparations and utilization of the emerging innovations in teaching Social Sciences particularly in the big campuses of the university. The attended trainings, workshops, immersions, social media influences, collaborations and their professional development have to do with the extent on their utilization of the emerging innovations in teaching. In the study of Hill (2012), he stated that in attending academic trainings, conferences, and workshops will give the teachers the information and tools they need to integrate technology in the classroom. Moreover, the study of Cassidy (2020) also confirms that professional development indeed transforms teachers into better and more apt educators by enabling them to create relevant and tailored course instructions for this 21st century students.

3.7 Correlation Analysis between the Preparation of the Faculty and the Utilization of the Emerging Innovations used in Teaching Social Science Courses of the Small Campuses

On the other hand, table 7 presents the correlation analysis of the preparation of the faculty and the emerging innovations used in teaching Social Science courses particularly on the three (3) identified small campuses of SDSSU, namely, San Miguel, Cagwait and Bislig. The table reveals the computed R-value of 0.6877 which suggests a positive correlation among the variables represented by the campuses. However, the computed p-value of 0.5173 is greater than the significance level at 0.05 which implies that there is a moderate level of correlation between the preparation and utilization of the emerging innovation but not statistically significant.

In the small campuses of San Miguel and Bislig, the findings revealed a moderate level of correlation because of some significant factors. These campuses have few students and faculty population which means their facilities are also limited. Moreover, these classified small campuses are located afar from the urban places which constrain their access in the internet. These conditions may affect the interest of the faculty to vitally develop various innovations in teaching. In fact, the instructors and professors of these campuses are regularly sent to various trainings and seminars related to teaching innovations, however these efforts become ineffective since the faculty could not able to apply these innovations in the campuses because of the mentioned issues on the accessibility of educational resources and technology.

Variable Tested	Mean	Computed r - value	*p* - value	Decision	Conclusion
Preparation by Campus	3.44	0.5887	0.4113	Reject H_0	**Significant**
Utilization by Campus	3.32				

Table 7: Correlation Analysis between the Preparation of the Faculty and the
Utilization of the Emerging Innovations used in Teaching Social Science Courses of the Small Campuses

In the study of Pangandaman et al. (2019), educational facilities, technological advancements, and most importantly research are attributes and crucial determinants of a higher education institution to be ready and capable in embracing education 4.0. There is a need to improve the facilities and laboratories of these campuses to complete the process of learning using the emerging innovations in teaching. Thus, if an academic institution can provide sophisticated instructional technology then its instructors and professors will be more inclined to employ the emerging innovations in teaching particularly in the Social Sciences field.

Consequently, among the small campuses of SDSSU, the Cagwait campus has a different case. Although, it is considered as a small campus with limited number of students, teachers and program offerings, it is strategically located along the center of the Municipality of Cagwait with strong internet connection. The latter is now currently considered as a technology campus which recently opens computer technology programs. With this, regardless of the general statistical findings in the second group which is the small campuses, Cagwait Social Science faculty has evidently affirmed in the utilization and preparations of these emerging innovations in Social Sciences. The finding implied that the classification whether large or small campus could not entirely reflect the academic condition of a certain school or university. There are many factors to be considered based on the academic standards, curriculum and conditions.

4. Summary of Findings

Based on the analysis of the data gathered, the following findings were found.
Among the emerging innovations, the use of contextualized materials has the highest mean score, followed by socio-digital participation, project-based learning and flipped classroom. The extent on the utilization of the emerging innovations in teaching Social Sciences has reached the verbal description of 'moderately agree'. In the preparations of Social Sciences faculty in developing teaching innovations, the social media influence has the highest weighted mean score, followed by the professional growth and development and the community of practice. The extent of preparations of Social Sciences faculty in developing teaching innovations has reached the verbal description of 'moderately agree'. Consequently, the extent of preparation and extent of utilization of the emerging innovations have revealed a positive correlation. However, the results show that there is a significant correlation in the big campuses compared to the small campuses of SDSSU.

5. Conclusions

Based on the findings of the study, it was concluded that SDSSU professors and instructors in Social Science courses engaged learning with the use of localized and indigenized resources which are affordable and available in the community. Their learners are also permitted to use gadgets such as smart phones and tablets. They also use modules and other innovative materials as their learning resource packages. SDSSU students were found out to be engaged with learning through internships or in community and industry immersion projects. Generally, it is evident that SDSSU professors and instructors particularly in Social Sciences are employing teaching innovations, however, on moderate level. Thus, there is still a need to explore and exert more effort to motivate the faculty of Social Sciences to upgrade their teaching capability using various emerging innovations.

Moreover, it was also concluded that SDSSU professors and instructors in Social Science courses are active social media users. They openly allow their students to respond with them in social media and use this as part of their teaching strategy. Through their studies in graduate degrees, they acquired knowledge in the development of teaching innovations. They had also openly collaborated among experts in the field to develop innovations in the teaching and learning processes. Consequently, these extents of preparations are found limited. The professors and instructors still need more opportunity to be sent to trainings and workshops in the preparation for developing innovations in teaching.

Furthermore, it is noted that geographical or physical conditions, level of internet accessibility, as well as the number of population and program offerings of the campuses are important factors that could affect the performance of the professors and instructors particularly in Social Sciences in the development of teaching innovations.

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