INSTRUCTIONAL STRATEGIES OF ARALING PANLIPUNAN TEACHERS AND ACADEMIC PERFORMANCE OF GRADE 10 LEARNERS

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Abstract: The objective of this research was to determine the relationship between the instructional strategies utilized by the Araling Panlipunan teachers and the academic performance of Grade 10 learners. Finding shows that teachers are using a range of teaching methods to address the demands of diverse learner desires and academic goals. Learners performed poorly in the subject. thus, thus, the degree of use of all the instructional techniques does not greatly affect the academic work of the learners the results supported the hypothesis of cognitive dissonance. The more people believe in something, the more their views of it are. Teacher must return to a position of consonance or to achieve balance. teacher must choose methods suitable to the varied learning needs of learners.

Index Terms: instructional strategies, academic performance, teaching methods

I. INTRODUCTION

Education and learning is ever changing to keep up with how fast paced the world is. Along with the traditional learning system, new teaching techniques are employed including, but not limited to, online learning, virtual learning, and mobile learning, amongst others. Together with the learning systems, learning directions are also improved through learning styles, delivery patterns, and pedagogy. With this, institutions and individuals utilize researches and action plans into practice.

According to UNESCO (2020)., the current global health crisis poses a profound impact on the basic education system as approximately 87% of the world's student population, or about 1.5 billion learners, have been affected by school closures. While interim distance and remote learning programs are being put in place in many locations, the most marginalized, poverty-stricken, and vulnerable children are expected to be put at a disadvantage.

In the Philippines, ensuring the welfare of more than 27 million learners in basic education alone requires commitment. However, as UNESCO reiterates its stand that education can't wait because if learning stops, we will lose human capital. To meet the needs of the most vulnerable populations is essential to achieve the Sustainable Development Goal 4 (SDG4).

Since the Department of Education (DepEd) affirms its commitment to sustain the delivery of quality, accessible, relevant, and liberating Philippine basic education, its services are anchored on the *Sulong EduKalidad* framework, where it will continue to strive to produce holistic Filipino learners with 21st century skills. Working on the said premise, the department released the Most Essential Learning Competencies (MELCs) to be used nationwide by field implementers. The release of MELCs is not just a response to the challenges brought by the pandemic, but is also a part of the department's long-term response to the call of SDG4 to develop resilient education systems, most especially during emergencies.

The releases of MELCs enables to focus instruction to the most essential and indispensable competencies that students must acquire. It will also adapt learning resources to fit the distance learning setup while still serving as a guide for teachers as they address the instructional needs of learners while ensuring that curriculum standards are maintained and achieved.

Araling Panlipunan or Social Studies, is the study of how people, their communities and societies have lived in the world, with special attention to their beliefs, cultures and their interactions with their environment and with one another. It also emphasizes the development of learners' creativity, analytical and research skills, as well as skills in effective communication, informed decision-making and sustainable use of resources (Department of Education, 2013). The purpose of Social Studies is to shape critical, reflective, responsible, productive, environmental, nationalistic, and humanitarian citizens, with a national and international perspective and appreciation of social issues in the past and present, towards the forging of the future. In this core subject, social science disciplines, such as history, geography, sociology, anthropology, economics, political science, psychology, philosophy, civics and archaeology, are being interwoven in discussions appropriate and relevant to the learners. Over and above, Araling Panlipunan is both content- and competence-based core area of study. The learners, during their study of Araling Panlipunan, are envisioned to become analytical, reflective, responsible, productive, humane and nationalistic, as well as to become appreciative of

dialogues about the past, present and future societies through the key concepts of historical significance, causality, change and continuity.

Araling Panlipunan is being offered in three stages: (1) kinder to Grade 3, (2) Grades 4 to 6 and (3) Grades 7 to 10. Philippine history, in particular, is being taught in the second stage. It is further divided into two parts, one offered in Grade 5 and the other in Grade 6. Araling Panlipunan in Grade 5 is Pagbuo ng Pilipinas bilang Nasyon, or Building the Filipino Nation, whereas in Grade 6, it is Mga Hamon at Tugon ng Pagkabansa, or Challenges and Responses of Nationhood. Grade 5 social studies aims to develop learners to demonstrate understanding and appreciation of the growth of the Philippine archipelago and its ancient society (Department of Education 2013). The period in Philippine history that is being taught in Grade 5 is from the earliest times in the archipelago until the major economic and social changes that occurred during the Spanish colonization in the Philippines in the 19th century. By this time, learners would have already a clear understanding of themselves as individuals, as members of a community and as citizens of the Philippines. It is also in this grade level that minimum requirements of content and competencies about the distant past are prescribed by the curriculum. Most of the required competencies are cognitive skills, with few affective and psychomotor skills. Grade 5, where students are 10 or 11 years of age, is deemed to be the appropriate stage to start inquiring and understanding the theories about the peopling of the Philippine archipelago, its prehistoric society and culture and their contribution to today's society. Through the development of Araling Panlipunan's five lessons and activities, learners are expected to describe and discuss the different theories on the peopling of the Philippine archipelago and the lifeways of the prehistoric population, compare and contrast the past and present religious practices, analyze the economic systems, as well as create personal stance on the legacy and contributions of Philippine prehistoric populations. In this grade level and subject, archaeology, as content and as competency, can be relevant.

Challenges in teaching Araling Panlipunan as a subject arise from the complexity of the subject itself. The complexity lies in the diverse nature of Araling Panlipunan, the wide variety of teachers, the range of learning problems held by learners, and differences in social studies standards.

The National Council for Social Studies (NCSS) stressed that Social Studies teachers promote among students the civic competence — the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.

The problem does not lay on the curriculum program per se, hence, everything boils down to the pedagogical roots. Students lose interest in learning science because its teaching is predominantly transmissive which makes it more abstract in the eyes of the students and therefore, seeing it as an irrelevant subject matter (UNESCO, 2010). Despite the radical changes in the curriculum the Department of Education is making through the years to improve the quality of education, teachers are still widely using didactic pedagogy and generic lesson plans in delivering their lessons. Knowledge learned at the level of rote memory rarely transfers; transfer occurs when the learner knows and understand the concepts and be able to apply it to solve problems in different situation.

Humans evaluate the acceptability of behavior using social norms and regulate behavior by means of social control. In sociology, behavior is considered as having no meaning, being not directed at other people and thus is the most basic human action, although it can play a part in diagnosis of disorders such as the autism spectrum disorders. According to moral values, human behavior may also depend upon the common, usual, unusual, acceptable or unacceptable behavior of others (Hergenhahn, 2005).

Achievement is a fundamental aspect of everyday life, affecting people's work, interpersonal relationships, sense of being, and leisure. Academic achievement is strongly influenced by demographic and psychological factors. Research on academic achievement of young students, provides no reliable and consistent indication concerning the extent of creativity, age and gender on academic achievement (Komarraju, Karau, and Schmeck, 2008).

Noble, Norman and Farah, (2005) hypothesized that the human brain "downloads" the environment indiscriminately in an attempt to understand and absorb the surrounding world, whether that world is positive or negative. When children gain a sense of mastery of their environments, they are more likely to develop feelings of self-worth, confidence, and independence, which play heavily into the formation of children's personalities and ultimately predict their success and happiness in relationships and in life in general.

Kovalic (2008), on the other hand, convey that there is another critically important aspect of classroom instruction that impacts engagement and it involves understanding the hard wiring of gender. This work emphasized that girls and boys are different; they learn differently, they play differently, they fight differently, they see the world differently, they hear differently, and they express their emotions differently. The author posits that this is because girls and boys' brains are wired differently. For instance, in the classroom, girls are more likely to do their homework even if the assignment does not interest them because they want the teacher to like them. Boys, on the other hand, need to find the homework assignment meaningful to them; having the teacher like them is not a necessity. Girls are also observed to be responsive to voice, tone, and intention when asking for help, while boys tend to be more responsive when focusing on the problem only with little or no eye contact. Small group learning tends to work for girls because they are more comfortable asking the teacher for help if they need it. If a boy gets stuck, chances are he won't ask for help and may even become rowdy to get attention. Also, competition and time-constrained tasks draw boys' attention. When they have to work as a team to answer a question, they collaborate and work hard not to let the rest of the team down. Girls tend to regard shouting out answers as silly and complain that the "right answer" focuses on small details instead of the big picture. Furthermore, moderate stress improves boys' performance on tests and degrades girls' performance.

According to Pytel (2006), struggling in school resulting to failing in classes is one of the reasons why students tend to drop out, and that this behavior pattern show up early in the life of the student.

Although assessment of problem behaviors in other settings should be explored, the school setting may be the most important context for investigating problem behavior–academic achievement relationships. Teachers with special education training and experience who spend large portions of the school day with their students may be particularly well suited to rate problem behaviors that are believed to interfere with academic performance. Teachers are also a common source of information about students who are being assessed for academic and behavioral problems (Barriga, Doran, Newell, Morrison and Robbins, 2002).

Negative or disruptive behaviors is defined as behaviors exhibited by a student that interrupt normal classroom procedure. Hulya (2004) found that students who exhibited inattentive, withdrawn or aggressive behaviors had low academic performance in the elementary grades.

Traditionally, positive behaviors such as compliance with classroom rules and expectations, interest and engagement in class activities, and mastery of subject matter have been associated with positive academic outcomes , while negative behaviors such as inattention, distractibility, and withdrawn behaviors have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). Negative behaviors, especially when exhibited within the classroom, can have a direct impact on the quality and amount of instruction delivered by the teacher. Teachers who spend an inordinate amount of time addressing negative student behaviors invariably spend less time focused on classroom instruction. While negative behaviors have been associated with negative academic outcomes, research has shown that positive and socially appropriate student behaviors such as independence, appropriate classroom conduct, compliance with classroom rules, and socially appropriate interactions with peers, contribute to positive academic outcomes. These positive interactions can create a more pleasurable environment conducive to positive student and teacher communications. As a result, teachers become more involved in the students learning process, which may in turn increase student motivation to learn and engagement in school activities (Akey, 2006).

The findings from the study conducted by Hulya (2004) also suggest that classroom behaviors are strongly related to academic achievement across grade levels. Students who exhibited positive behaviors generally had higher reading and math achievement scores than students who were perceived as exhibiting negative behaviors such as hostility or dependence.

A study by Habibollah et al (2004) have suggested that students' computer attitudes are related to their success in learning computer technology, and investigated how positive attitudes might transfer to increased achievement. The authors reported that four computer attitude variables (enjoyment, motivation, importance, and freedom of anxiety) have linear relationships with computer achievement. They summarized by saying that "at least from one perspective, positive attitude are transferred into higher achievement". These support the notion that students' positive attitudes, thoughts, and perceptions can translate into academic success in the classroom or at the very minimum can help to predict success and achievement in students.

A further search on academic achievement studies revealed that various variables had been identified as correlates of academic achievement (Abar, Carter, and Winsler, 2008; Curcio, Ferrara, and De Gennaro, 2006; Schlee, Mullis, and Shriner, 2008). These include age, gender, socio-economic status, parenting styles, culture, and self-efficacy among others.

Age is considered one of the independent variables that may likely affect the academic performance of undergraduates in this study. Cognitive development and maturity (which are associated with age) are necessary for a worthwhile performance of students. Age of the individual, as it increases, usually affects the various developmental changes. It also affects every area of human performance (Ukueze, 2007).

Numerous studies mentioned that boys and girls are different in academic achievement. According to (MehrAfza, 2004)'s study there was a significant difference between boys and girls. The study shows the average of academic achievement in girls was more than in boys. (Nori, 2002) also found the significant different in academic achievement of boys and girls. Academic achievement was more in girls than in boys.

The damaging effects of poverty on childhood have been well documented. Poverty affects the level of education children attain and their math and reading capabilities. Poverty's effect on childhood academic achievement varies in relationship to age and length of time in poverty, parents' occupation and source of income, parents' educational attainment, cognitive stimulation, physical environment, neighbors' influence, physical well-being, and parenting style (Guo and Harris, 2000).

One study even found that the IQ scores of children from disadvantaged socio-economic backgrounds were 25 points lower than their counterparts from privileged families. Additionally, lower socio-economic status seems to be associated with a lower rate of attendance and fewer years of school completed (Bradley and Corwyn, 2002).

Hassan (2008), in her investigation of the relationship between parents' socio-economic status and their children's performance at school involving children 13 to 15 years of age (2006), found the following: girls on average get better grades than boys; the association between parental education level and children's academic performance is moderate and positive; there is a positive association between the children's school grades and their parents' labor market status; and that children with a non-western immigrant background on average get the lowest grades, followed by immigrants with western backgrounds and native Norwegian children. The small group of children who have one native Norwegian parent and one immigrant parent on average get the highest grades. However, when parents' education and employment are controlled for, these differences vanish.

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance. (Hill and Craft, 2003; Marcon, 2009). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives.

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher. The distinction between the activity's parents partake in and the attitude parents have towards education was highlighted by several recent studies. Several studies found that increased frequency of activities was associated with higher levels of child misbehavior in the classroom (Schlee, Mullis and Schriner, 2008; Abar, Carter and Winsler, 2008; MehrAfza, 2004).

Based on previous research, it was hypothesized that parents who have a positive attitude towards their child's education, school, and teacher are able to positively influence their child's academic performance by two mechanisms, first, by being engaged with the child to increase the child's self-perception of cognitive competence and second, by being engaged with the teacher and school to promote a stronger and more positive student-teacher relationship (Topor et al, 2011).

Topor et al (2011) using a sample of 158 seven-year old participants, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. Findings of this study demonstrated that increased parent involvement is significantly related to a child's increased perception of cognitive competence.

Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development. By examining specific parenting practices that are amenable to change, such as parent involvement, and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child's academic performance. While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood (Hill and Craft, 2003).

Findings of a study by Cortes et al (2012) revealed that for students enrolled in regular English classes, an additional non-disruptive student in attendance increases the probability of passing English by 7.26 percentage points and raises a student's own reading test score by 0.0222 student-level standard deviations.

Zubrick, Silburn, Lawrence, Mitrou, Dalby, Blair, Griffin, Milroy, De Maio and Cox (2005) found out, on the other hand, that the academic performance of aboriginal students under study is substantially lower in the presence of an emotional or behavioral difficulty. Students at high risk of clinically significant emotional or behavioral difficulties were over two and half times more likely to be rated at low academic performance relative to students rated at low risk of such difficulties.

The nature of human personality and self has been a focal issue among thinkers in all cultures from ancient times. Indigenous concepts of personality and self exist in many cultures. Generally, the Western conception of self is of an individual who is separate, autonomous and atomized, made up of a set of discrete traits, abilities, values and motives, seeking separateness and independence from others. In contrast, it is believed that in Eastern cultures, the emphasis is on relatedness, connectedness, and interdependence (Bernardo, Dayan and Tan,2008).

Garcia (2004) avers that individuals behave according to certain patterns of behavior which are in conformity with their culture and that ordinarily, behavior shows regularity and recurrence. However, at some other time, there are members of groups or societies that exhibit un-patterned behavior, acts that are unplanned, spontaneous and non-routinary; behavior that is moving away from what is expected, the more habitual, repetitive modes that characterizes people's daily lives. Moreover, the author stated that different cultures have different behavior patterns, as such; man is born "tabula rasa", a blank tablet. What he is and what he knows is not genetically transmitted, but rather socially acquired. Everything, the author averred, is learned.

According to Marquez (2009), pupils who are very successful in their desired career have good study habits. She stated that pupils should apply these habits to all of their classes. She also suggested that the pupils should not try to study all the subjects in just a period. She added that if the pupils try to do too much studying at one time, they will tire and their studying will not be effective.

Many school learners fail in their studies due to their inability to cope with the daily obstacles and demands in school according to Villa (2009). Many factors are enumerated to be the cause of such failures, but the most identified one and the worst is lack of study among learners.

Schools are communities, and care can be taken to ensure that each and every student has a purposeful connection with at least one adult in the environment. Positive behaviors can be therefore be considered as a prerequisite for learning. However, behavior is more complex and typically varies from student to student. Thus, students' behavior inside the school premises, their interaction with teachers, peers and how they react to activities and tasks among others reflect the complexity of students' experiences in the school setting.

Araling Panlipunan ideally wants to transform the lives of the learners to make them patriotic citizens of the country; empathizing them to actions that signify their impact and existence in the world. By being able to re-visit the situations of people that give impact to the world, the students view their different perspectives. In fact, the lesson is very ideal for the formation of a holistic learner. Being able to use decision making skills with a touch to nationalism enables the learner's critical thinking skills to be fully developed. The continuing development of these skills result in the divergence of thinking, thus, ultimately enables them to develop creatively.

Whole brain teaching is an instructional approach based on a neuro-linguistic picture that focuses on direct instruction and cooperative learning by activating the whole brain. During the past decade, researchers have connected the fields of neuroscience with education. Researchers in this area link comprehensive findings in cognitive neuroscience along with educational technology to help in curriculum implementation for different subjects. At present, teachers are receiving trainings that can activate the whole brain approach in the classroom setting. Brain-based education considers how the brain learns best. This is due to different people use different regions of their brain prominently. It affects how they learn concepts, and understand and process the knowledge presented upon them. (Siami, et. al., 2021).

The first law of whole brain teaching is "the longer we talk, the more students we lose." The founder of this approach, Chris Biffle explained that students have the passion to learn more when they are emotionally engaged and are required to see, to say, to hear, and to move around. Based on the scientific brain research study, Biffle presented the "Big Seven," it is the seven key elements to effective teaching and learning that activate the brain. Advocates from different fields affirm that teachers can incorporate into their everyday classroom to enhance students' academic achievement (Biffle, 2013).

The following techniques that comprise the Big Seven are Technique 1: Class-Yes: 'Attention Grabber' – this technique grabs the attention of students instantly; Technique 2: Classroom Rules: 'The Organizer' – before beginning the actual informative lesson, the teacher goes over the five classroom rules. Each given rule has a corresponding gesture that activates the students' motor cortex which is considered as one of the most powerful area of the brain. These gestures make learning fun that help activate the Limbic system. The five classroom rules and one diamond rule are as follows: 1. Follow directions quickly (make your hand shoot forward like a fish), 2. Raise your hand for permission to speak (raise one hand and bring down to head by making a talking motion), 3. Raise your hand for permission to leave your seat (raise one hand and make a walking motion with fingers), 4. Make smart choices – glorious kindness, positive leadership, selfless courage, invincible grit, and brainy creativity (tap one finger to your temple as you say each word), 5. Make our dear team stronger (hold up each thumb and index finger out like an "L" framing your face; bob your head back and forth with each word), and lastly the diamond rule is to keep your eyes on the target (pointing your eyes with your index finger). The Technique 3: Hands and Eyes: 'The Focuser' – this technique helps the teacher attain maximum attention from students by saying "hands and eyes" whenever needs to be focused; the Technique 4: Teach-Okay: 'Whole Brain Activator' – in this technique, the teacher engages in direct verbal instruction using gesture by letting students form groups and the

teacher addresses each group by using charts, poems, songs, and body movement. The student mimics the teacher to teach the student next to them; Technique 5: Mirror Words: 'the class unifier' – this is the simplest and most powerful technique to help the students retain information; Technique 6: Switch: 'the involver' – this allows each student to speak and listen; and Technique 7: Scoreboard game: 'the motivator' – to reinforce the students, the teacher created the scoreboard so that the students get to receive feedback on the performance.

Statement of the Problem

This study sought to assess the instructional strategies employed by the teachers in teaching Araling Panlipunan and the academic performance of Grade 10 learners in the third congressional district of Schools Division Office I Pangasinan during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the teachers teaching Araling Panlipunan in terms of the following:
   1.1 highest educational attainment;
   1.2 teaching experience; and
   1.3 related seminars and training attended?
2. What is the extent of instructional strategies utilized by teachers in teaching Araling Panlipunan in terms of the following:
   2.1 differentiated instruction;
   2.2 technology-aided instruction; and
   2.3 use of visuals aid?
3. What is the proficiency level of Grade 10 learners' academic performance during the third grading period?
4. Is there a significant relationship between the profile of the Grade 10 Araling Panlipunan teachers and the extent of instructional strategies utilized by the techers in teacheing Araling Panlipunan?
5. Is there a significant relationship between the extent of instructional strategies utilized by teachers in teaching Araling Panlipunan and the proficiency level of Grade 10 learners' academic performance during the third grading period?

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis.

Research Design

This research utilized the a descriptive-correlational design by Camorin (2010) in the gathering of important data relevant to the study. It is a designed used to collect and analyse data and measure the two variables of the study the: instructional strategies employed by the teachers in teaching Araling Panlipunan and the academic performance of intermediate learners.

Instrumentation and Data Collection

The instrument of this study is a self- designed survey questionnaire has three parts to answer the specific problems by the researcher. The first part is the profile of teachers teaching Araling Panlipunan focus on highest educational attainment, teaching experience and related seminars and training attained. The second part is the extent of instructional strategies utilized by teachers in teaching Araling Panlipunan such as differentiated instruction; technology –aided instruction and use of visual materials. The information of data was taken from different sources as follows for differentiated instruction –M, Guido 2017 article 20 "Differentiated Instruction Strategies, technology aided instruction- Richards J.L. 2018, Technology aided instruction and intervention to teach Grade level and use of visual aids- S. McGuire 2018 Types of Visual Aids for Learning. And with the technical assistance from the three-research expert from the LNU graduate studies to test the validity of self –design questionnaire. And it is rated as well utilized (4) utilized; (3) less utilized; (2) and never utilized (1). The third part is the table for gathering the data of Learners Academic Performance in Araling Panlipunan AP during 3rd quarter test result to determine the proficiency level. The level of proficiency will be based on the numerical grades earned by the learners in a particular quarter and at the end of the school year. The Needs Improvement (NI) level was given to learners with numerical grades of 74 percent and below; Fair (F) level for those with grades of 75 to 79 percent; Very Satisfactory (VS) for those with grades 80 to 84 percent; Satisfactory (S) for those with grades 85 to 89 percent; and Outstanding (O) for those with 90 percent and higher performance.

Tools for Data Analysis

To answer the sub-problem 1 on the profile of the teachers teaching Araling Panlipunan, frequency and percentage were used.

To answer the sub-problem 2 on the extent of instructional strategies utilized by teachers in teaching Araling Panlipunan, average weighted mean was used.

To answer the sub-problem 3 on the proficiency level of Grade 10 learners' academic performance during the third grading period, frequency and percentage were used.

To answer sub-problem 4 on the significant relationship between the profile of the Grade 10 Araling Panlipunan teachers and the extent of instructional strategies utilized by the teachers in teaching Araling Panlipunan, t-test was used.

To answer sub-problem 5 on the significant relationship between the extent of instructional strategies utilized by teachers in teaching Araling Panlipunan and the proficiency level of Grade 10 learners' academic performance during the third grading period, t-test was used.

RESULTS AND DISCUSSION

This chapter shows the data gathered from the questionnaire survey accomplished by the high school student-respondents together with the results of data analyses performed.

The profile of the teachers is determined which includes their highest educational attainment, teaching experience, and related seminars and training attended. The frequency and percentage are utilized and the results are shown in Table 1.

Table 1. Profile of the Grade 10 Araling Panlipunan Teachers

Highest Educational Attainment	Frequency	Percent (%)
With Units in Doctorate Degree	1	4.76
Master's Degree Holder	5	23.81
With Units in Masters	10	47.62

Bachelor's Degree	5	23.81
Teaching Experience		
Less than 3 years	14	66.67
3-6 years	6	28.57
More than 6 years	1	4.76
Hours of Seminars and Trainings Attended		
None	16	76.19
Less than 40 hours	1	4.76
40-80 hours	2	9.52
More than 80 hours	2	9.52

Note. n = 21.

In terms of the highest educational attainment, the results reveal that many of the teachers teaching Araling Panlipunan class have units in their master's degree. This indicates that most of the teachers did pursue graduate studies for professional growth and development. Moreover, one of the teachers stressed that the teachers are motivated to continue their studies due to the fact that this is part of the requirements for promotion. While, in terms of teaching experience, majority of the teachers have been in the teaching profession for less than 3 years. This connotes that most of them are new to the field of teaching in the public school.

Table 2. Utilization of Differentiated Instruction

Activities	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. Creating learning station	3.62	0.50	Highly Utilized
2. Use task card	3.29	0.56	Highly Utilized
3. Interview of Learners	3.52	0.60	Highly Utilized
4. Target different senses within the lesson	3.38	0.67	Highly Utilized
5. Sharing of experiences	3.48	0.81	Highly Utilized
6. Use of think-pair-share	3.19	0.75	Utilized
7. Make time for journaling	2.80	1.11	Utilized
8. Implement reflection and goal setting exercises	3.38	0.67	Highly Utilized
9. Run literature circle	3.24	0.83	Utilized
10. Offer different types of free study time	3.19	0.75	Utilized
11. Grouping of learners with similar learning styles	3.58	0.61	Highly Utilized
12. Give different sets of reading comprehension activities	3.24	0.83	Utilized
13. Assigned open-ended project	3.25	0.97	Utilized
14. Encourage students to proposed ideas for their project	3.24	0.77	Utilized
15. Analyse differentiated instruction strategy on a regular basis	3.43	0.81	Highly Utilized
16. Teach up	3.16	0.83	Utilized
Mean	**3.31**	**0.77**	**Highly Utilized**

Note. n = 21. 1.00-1.75 – Never Utilized; 1.76-2.50 – Less Utilized; 2.51-3.25 – Utilized; 3.26-4.00 – Highly Utilized.

As shown in Table 2, most of the teachers highly utilized the strategies such as creating learning station, grouping learners with similar learning styles, interview learners, and sharing of experiences. This indicates that the teachers show the importance of the activities which encouraged the students to be involved in the delivery of the lesson. In addition, differentiated instruction makes the teaching learning process more effective since the students are taught using their preferred learning styles. However, most of the teachers only utilized the strategies such as make time for journaling, teach up, offer different types of free study time, and use think-pair-share. This connotes that the teachers mostly prefer activities or strategies which are more engaging to the students. For instance, journal writing is only good for linguistically intelligent learners but not appropriate for non-linguistically intelligent students.

Table 3. Utilization of Technology-Aided Instruction

Activities	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. Use of audio materials in teaching	3.61	0.70	Highly Utilized
2. Use projectors and laptop during teaching-learning process	3.71	0.72	Highly Utilized
3. Use Led TV for teaching instruction	3.71	0.72	Highly Utilized
4. Use E-classroom for learning instruction	3.62	0.92	Highly Utilized
Mean	**3.67**	**0.76**	**Highly Utilized**

The Table 3 shows the extent of utilization of the teachers on the activities under technology-aided instruction. There are four (4) indicated activities which the teachers might utilize in the teaching of Social Studies to the secondary students. Further, the extent of utilization is categorized into four (4) form highly utilized up to never utilized. As shown in Table 3, most of the teachers highly utilized the technology-aided activities such as the use of projectors and laptop during teaching-learning process, LED TV for teaching instruction, E-classroom for learning instruction, and audio materials in teaching. This explicates that most of the teachers are really utilizing technology to make the delivery of the lesson easy and convenient to the part of the teachers. Moreover, modern technologies are highly utilized to cater students with diverse intellectual abilities. For instance, the use of LED TV caters learners with different learning styles which made the teaching learning process effective. In general, the teachers highly utilized the technology-aided instruction in the teaching of Araling Panlipunan to the secondary learners. Hedges and AFIRM Team (2017) averred that technology-aided instruction stresses the use of technology as the central feature supporting the acquisition of a goal for the students like acquiring skills in a particular topic.

Table 4. Utilization of Visual Strategy

Activities	Weighted Mean	Standard Deviation	Descriptive Equivalent
1. Presence of educational posters to inspire learners with invited colors	3.71	0.46	Highly Utilized
2. Use of infographic to simplify complex information	3.52	0.75	Highly Utilized
3. Educational charts are visible to make data accessible	3.40	0.82	Highly Utilized
4. Learner assessment reports with an approachable design	3.29	0.64	Highly Utilized
5. Presence of classroom checklist to keep learners, teachers, and parents on track.	3.35	0.49	Highly Utilized
6. Presence of newsletters to get learners, parents, and teachers excited about events.	3.38	0.67	Highly Utilized
7. Attractive calendar of activities must be posted in conspicuous places to keep them informed.	3.57	0.68	Highly Utilized
8. Presence of updated lesson plan to inspire other educators	3.76	0.54	Highly Utilized
Mean	**3.50**	**0.65**	**Highly Utilized**

The Table 4 shows the extent of utilization of the teachers on the activities under visual strategy. There are eight (8) indicated activities which the teachers might utilize in the teaching of AralingPanlipunan to the secondary students. Further, the extent of utilization is categorized into four (4) form highly utilized up to never utilized.As shown in Table 4, most of the teachers highly utilized the activities such as the presence of updated lesson plan to inspire other educators, educational posters to inspire students, posting attractive calendars, and use of infographic to simplify complex information. This connotes that the teachers make use of visuals to simplify the transfer of information. In addition, visuals are used in order for the students to better understand the topic being presented. This can also be a very powerful tool to enhance the impact of one's presentation of the topic.

Table 5. Academic Performance of the Learners in Araling Panlipunan

Variable	Mean	SD	Skewness	Interpretation
Division Unified Test	38.97	12.08	0.50	Did notMeet the Expection Expectation

Note. Below 75% - Did not meet the Expectation; 75-79% - Fairly Satisfactory; 80-84% - Satisfactory; 85-89% - Very Satisfactory; 90-100% - Outstanding.

The tabular values reveal that all of the students (based on MPS) did not meet the expected 75% performance in the Division Unified Test (DUT). This explicates the lack of mastery of the learners on the lessons their teachers taught them in the subject Araling Panlipunan. Furthermore, the skewness value (SK=0.50) indicates that most of the students performed lower than the mean performance. This indicates that most of the students are performing undesirable in the subject. The performance of the students in the subject shows that most of the teachers failed to achieve the 75% acceptable level of proficiency. One of the teacher-respondents stressed that most of the students did not give the subject much importance compared to the other subjects. He even added that most of the students find the subject boring thus, eventually affect their performance.

Table 6. Relationship between the Teachers' Profile and the Instructional Strategies and Academic Performance of the Learners

Variables	χ^2-value	p-value	Decision	Interpretation
HEA & DI	2.625[a]	.453	Fail to Reject Ho	Not Significant
TE & DI	1.464[a]	.481	Fail to Reject Ho	Not Significant
STA & DI	1.664[a]	.435	Fail to Reject Ho	Not Significant
HEA & TAI	2.718[a]	.843	Fail to Reject Ho	Not Significant
TE & TAI	1.340[a]	.855	Fail to Reject Ho	Not Significant
STA & TAI	1.163[a]	.884	Fail to Reject Ho	Not Significant
HEA & VS	5.775[a]	.449	Fail to Reject Ho	Not Significant
TE & VS	.875[a]	.928	Fail to Reject Ho	Not Significant
STA & VS	1.544[a]	.819	Fail to Reject Ho	Not Significant
HEA & OU	1.918[a]	.590	Fail to Reject Ho	Not Significant
TE & OU	1.710[a]	.425	Fail to Reject Ho	Not Significant
STA & OU	1.419[a]	.492	Fail to Reject Ho	Not Significant
HE & AP	6.150[a]	.105	Fail to Reject Ho	Not Significant
TE & AP	.529[a]	.767	Fail to Reject Ho	Not Significant
STA & AP	5.118[a]	.077	Fail to Reject Ho	Not Significant

Note. Significant if p-value<α(0.05). HEA – Highest Educational Attainment. TE – Teaching Experience. STA – Seminars and Training Attended. DI – Differentiated Instruction. TAI – Technology-Aided Instruction. VS – Visual Strategies. OU – Overall Utilization. AP – Academic Performance.

Recommendations

In the light of the findings and conclusion the researcher would like to recommend the following:

1. The utilization of the enhancement program to address the problems of the students in their academic endeavor in Araling Panlipunan subjects.

2. The administrators may come up with policy that encourages the Araling Panlipunan teachers to do remedial teaching.

3. The teachers teaching Araling Panlipunan subjects must be encouraged to participate in seminars and training relevant to the subject.

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