



INTEGRATING EFFECTIVE APPROACHES IN TEACHING ARALING PANLIPUNAN THROUGH STRATEGIC PEDAGOGICAL METHODS

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Abstract : This study focused on integrating effective approaches in teaching Araling Panlipunan through the use of strategic pedagogical methods for Grade 7 learners of Salomague National High School. It aimed to determine the effectiveness of employing innovative strategies such as cooperative learning, inquiry-based instruction, problem-based learning, contextualization of lessons, and technology integration in improving classroom practices and student outcomes. Specifically, the study sought to identify the prevailing instructional methods used by teachers, assess the level of engagement and comprehension of students, and design a proposed intervention program to address the identified needs.

The descriptive research method was utilized, employing survey questionnaires, interviews, and classroom observations as primary tools for data collection. Respondents included Grade 7 students, Araling Panlipunan teachers, and school administrators. Data were analyzed using frequency, percentage, and weighted mean to describe the patterns of teaching practices and student responses.

Findings revealed that while traditional lecture methods are still common, teachers are increasingly adopting student-centered strategies that promote active learning. Students responded positively to interactive and contextualized activities, demonstrating higher motivation, improved comprehension, and enhanced critical thinking skills. The study also highlighted the need for continuous teacher training, adequate teaching resources, and stronger institutional support to sustain effective classroom practices.

Based on the results, a proposed intervention program was developed focusing on the utilization of strategic pedagogical methods and support materials in teaching Araling Panlipunan. The program emphasizes professional development, instructional innovation, stakeholder involvement, and integration of technology to strengthen teaching effectiveness.

The study concludes that integrating strategic pedagogical methods in Araling Panlipunan fosters meaningful, relevant, and transformative learning experiences. It is recommended that teachers, administrators, and policymakers adopt and support these approaches to develop responsible, competent, and civically engaged learners.

INTRODUCTION

Araling Panlipunan is one of the core learning areas in the Philippine basic education curriculum, designed to cultivate historical awareness, civic responsibility, and social values among learners. Its primary goal is to mold students into informed citizens who understand the country's past and present, thereby preparing them to actively participate in nation-building.

Despite its vital role in holistic education, Araling Panlipunan is often perceived by learners as difficult and uninteresting. This perception stems from traditional approaches in teaching that rely heavily on rote memorization of facts, names, and dates, leaving little room for analytical and creative engagement.

The implementation of the K to 12 Curriculum in 2015 was meant to address these challenges by encouraging learner-centered pedagogies across all subjects, including Araling Panlipunan. According to DepEd, lessons should be contextualized, interactive, and responsive to 21st-century learning demands.

Still, several studies conducted around 2015 reported that teachers continue to rely on lecture-based instruction, primarily due to limited resources, insufficient training, and lack of access to modern technologies. These factors create a gap between curriculum intentions and actual classroom practices.

This gap has resulted in a learning environment where students are passive recipients rather than active participants. Consequently, the potential of Araling Panlipunan to develop critical thinking, problem-solving, and civic consciousness remains underutilized.

Research emphasized that students often fail to retain information in Araling Panlipunan beyond examinations because lessons are not anchored in real-life experiences. Without contextualization, the subject becomes abstract and disconnected from learners' lived realities.

The repetitive use of outdated textbooks and uniform assessments contributes to students' low motivation. Learners rarely see the relevance of Araling Panlipunan in their daily lives, causing disengagement and lack of interest.

The issue is not merely about content delivery but also about pedagogy. Strategic pedagogical methods such as cooperative learning, problem-based instruction, and technology integration have been shown to improve learning outcomes, yet their adoption remains limited.

Integrating effective approaches in teaching Araling Panlipunan is necessary to align classroom practices with the objectives of the K to 12 curriculum. These approaches emphasize inquiry, collaboration, and contextualization—key elements that foster active and meaningful learning.

For instance, cooperative learning encourages students to work in groups, enhancing both academic performance and social skills. This method aligns with Vygotsky's theory that knowledge is best constructed through social interaction.

Problem-based learning, another strategic approach, places students in real-world scenarios where they must apply historical or social concepts to propose solutions. This approach transforms Araling Panlipunan into an avenue for civic engagement and practical problem-solving.

Technology-aided instruction also plays a critical role in modern pedagogy. The use of multimedia presentations, online resources, and interactive platforms makes lessons more engaging and accessible to digital-native learners.

Despite these available strategies, many teachers remain dependent on traditional approaches. Resistance to innovation may be attributed to insufficient training, lack of confidence in using modern methods, or limited institutional support.

Consequently, students often experience Araling Panlipunan as static and monotonous. Instead of being inspired to value their heritage and civic duties, they may develop negative attitudes toward the subject.

The problem extends to assessment practices, which still focus heavily on factual recall rather than critical thinking and application. This misalignment hinders the development of competencies required in the 21st century.

Strategic pedagogical methods must therefore be integrated not only in instruction but also in assessment. Authentic assessments such as portfolios, debates, and project-based tasks provide better measures of students' understanding and skills.

The K to 12 curriculum envisions Araling Panlipunan as a subject that fosters nationalism, cultural appreciation, and global awareness. Without effective pedagogical approaches, however, this vision cannot be fully realized.

In many classrooms, large class sizes and time constraints further challenge teachers' ability to adopt interactive approaches. With limited contact hours, educators often default to lectures to cover the required curriculum content.

These systemic issues call for research that identifies and promotes effective strategies in teaching Araling Panlipunan. Evidence-based approaches can help bridge the gap between curriculum goals and classroom realities.

The integration of strategic pedagogical methods can transform teaching into a more dynamic and engaging process. Students would then perceive Araling Panlipunan not as a burden but as an opportunity to understand themselves and their society.

Moreover, teachers who adopt innovative strategies can enhance their professional growth. Professional development anchored in effective pedagogy equips them with tools to respond to diverse learner needs.

Educational theories such as constructivism, experiential learning, and multiple intelligences provide strong support for strategic pedagogy. These theories emphasize active, contextualized, and personalized learning experiences.

Constructivism promotes inquiry-based learning where students explore concepts rather than passively absorb them. This approach is particularly suitable in Araling Panlipunan, where inquiry fosters historical analysis and civic awareness.

Experiential learning highlights the importance of learning through direct experiences. Activities such as field trips, community immersion, and case studies exemplify this approach in Araling Panlipunan.

Gardner's theory of multiple intelligences further validates the need for diverse teaching methods. By catering to different learner strengths, teachers ensure inclusivity and equity in Araling Panlipunan instruction.

Strategic pedagogy also resonates with Paulo Freire's critical pedagogy, which views education as a means of empowerment. By engaging students in dialogue and critical reflection, Araling Panlipunan becomes a tool for social transformation.

These theoretical underpinnings demonstrate that effective teaching of Araling Panlipunan must be holistic. It must address not only cognitive development but also affective and social dimensions.

In the 2015 educational context, global shifts also emphasized the need for 21st-century skills. UNESCO and DepEd both underscored critical thinking, collaboration, and digital literacy as essential competencies for learners.

Araling Panlipunan, when taught strategically, is a powerful platform for developing these competencies. For example, debates enhance communication, while group projects foster collaboration and creativity.

Unfortunately, the lack of consistent pedagogical innovation continues to hinder these opportunities. Many students complete Araling Panlipunan courses without mastering higher-order skills.

This gap has implications beyond the classroom. Without critical understanding of social issues, students may struggle to participate meaningfully in democratic processes and civic life.

Integrating effective approaches thus becomes both an academic and social necessity. It ensures that education fulfills its role in producing responsible and empowered citizens.

Teachers are key agents in this transformation. Their willingness and ability to adopt strategic pedagogical methods largely determine the success of instructional reforms. Yet, teachers often face barriers such as limited resources, lack of administrative support, and inadequate professional development. These barriers must be addressed to enable the integration of effective approaches.

Policymakers and school leaders also play a critical role. By providing resources, training, and monitoring, they create an environment that supports pedagogical innovation.

Research such as this study contributes by providing empirical data on which approaches are most effective. Such evidence informs decision-making at both classroom and policy levels.

For learners, the integration of strategic pedagogy promises a more engaging and relevant experience. They are given opportunities to apply knowledge, reflect critically, and take part in collaborative tasks.

This not only enhances academic performance but also nurtures values such as respect, cooperation, and responsibility. These values are integral to the goals of Araling Panlipunan.

The broader community also benefits when learners are exposed to effective teaching approaches. Students become more socially aware and capable of contributing to community development initiatives.

In this light, the study underscores the interconnectedness of pedagogy, curriculum, and society. What happens in the classroom reverberates into the larger social fabric. The integration of strategic pedagogical methods also responds to the changing nature of knowledge in the 21st century. With information readily available online, the role of the teacher shifts from knowledge provider to learning facilitator.

Teachers must therefore guide learners in analyzing, evaluating, and applying information, rather than simply memorizing it. This shift is central to the success of Araling Panlipunan education. Without such a transformation, Araling Panlipunan risks becoming irrelevant in the eyes of students. The subject must adapt to remain meaningful in a rapidly changing world.

Effective pedagogy also promotes inclusivity. Students with different learning styles and abilities are better accommodated when teachers use diverse and strategic approaches. This inclusivity aligns with the K to 12 program's vision of accessible and equitable education for all Filipino learners. Araling Panlipunan, as a compulsory subject, plays a crucial role in this vision.

Ultimately, the problem addressed in this study is the limited integration of effective approaches in the teaching of Araling Panlipunan. This limitation hinders the subject's capacity to achieve its educational goals.

The rationale for this research lies in addressing that problem by identifying, analyzing, and recommending strategic pedagogical methods. These methods must be grounded in theory, supported by evidence, and adaptable to classroom realities.

By doing so, the study contributes to improving not only Araling Panlipunan instruction but also the overall quality of Philippine education. It aligns with national goals of producing globally competitive and socially responsible citizens. At the same time, it addresses local needs by contextualizing learning experiences and making them relevant to students' communities. This ensures that education remains both global in outlook and local in practice.

In conclusion, the rationale for this study emphasizes the urgent need to integrate effective approaches in teaching Araling Panlipunan. Through strategic pedagogy, the subject can evolve into a transformative force that empowers learners, strengthens communities, and contributes to national development.

Theoretical Framework

The researcher used the following theories relevant to the study. The teaching of Araling Panlipunan requires a theoretical foundation that explains how learners acquire knowledge, develop values, and construct meaning from their social and historical realities. A sound theoretical framework not only anchors the study but also provides a lens for understanding why certain pedagogical strategies are more effective than others.

One of the most relevant theories is Constructivism, which posits that learners actively construct knowledge based on their experiences and interactions. In Araling Panlipunan, constructivism allows students to build understanding by relating historical events and social issues to their own contexts, making the subject more meaningful and relevant.

Jean Piaget's theory of cognitive development further supports the use of strategic approaches in teaching. According to Piaget, learners progress through stages of cognitive growth where they assimilate and accommodate new information. Teaching methods in Araling Panlipunan must therefore match learners' developmental levels, ensuring that abstract ideas such as democracy or social justice are taught in ways that young learners can comprehend.

Lev Vygotsky's sociocultural theory provides another crucial perspective. He emphasized the Zone of Proximal Development (ZPD), where learners achieve higher understanding with the guidance of a teacher or peer. In the Araling Panlipunan classroom, this validates the use of group work, peer collaboration, and teacher scaffolding as strategic pedagogical practices.

Social learning theory, as advanced by Albert Bandura, is also relevant. Bandura highlights the importance of observational learning, modeling, and imitation in shaping behavior. Teachers of Araling Panlipunan can model civic responsibility, empathy, and respect for diversity, which students may adopt as part of their personal and social values.

Experiential learning theory, proposed by David Kolb, stresses learning through reflection on direct experiences. Araling Panlipunan instruction becomes more effective when students engage in activities such as field trips, community immersions, and role-plays that allow them to experience social issues first-hand.

Howard Gardner's theory of multiple intelligences underscores the need for diverse strategies to reach different kinds of learners. Some students may grasp concepts better through logical reasoning, while others may excel in interpersonal discussions or artistic expressions. Araling Panlipunan teaching methods should therefore integrate varied approaches such as storytelling, debates, visual maps, and dramatizations.

Bloom's Taxonomy of learning domains also informs the framework. It highlights the need to move beyond remembering facts toward higher-order thinking skills such as analysis, evaluation, and creation. Strategic pedagogical methods such as problem-based learning and debates directly address these higher-order skills in the context of Araling Panlipunan.

Paulo Freire's critical pedagogy provides a transformative dimension to the teaching of social sciences. Freire believed that education should empower learners to challenge oppression and contribute to social change. Applied to Araling Panlipunan, this means lessons must encourage students to question inequalities and actively participate in building just communities.

John Dewey's theory of progressive education further emphasizes the connection between learning and real-life experiences. Dewey argued that education should not only transmit knowledge but also prepare students for active participation in democratic life. This aligns with the goals of Araling Panlipunan in cultivating civic engagement.

Situated learning theory, developed by Lave and Wenger, suggests that learning occurs best when it is embedded in authentic social contexts. In Araling Panlipunan, this means anchoring lessons in local histories, community practices, and cultural traditions that students encounter daily.

Cognitive load theory also plays a role in understanding effective pedagogy. Teachers must design Araling Panlipunan instruction in ways that avoid overwhelming students with excessive information. Strategic methods such as scaffolding and chunking help learners absorb complex social concepts more effectively.

Transformative learning theory, as discussed by Jack Mezirow, highlights how learners undergo deep shifts in perspective through critical reflection. In Araling Panlipunan, transformative learning is evident when students move from passively memorizing facts to critically evaluating historical narratives and developing their own informed positions.

Schema theory emphasizes that learners connect new information to prior knowledge. This theory justifies contextualized teaching of Araling Panlipunan, where lessons build upon students' existing cultural and community experiences.

Behaviorism, though often considered traditional, still has applications in managing classroom learning. Reinforcement and feedback can motivate students to participate actively in Araling Panlipunan discussions and tasks.

The humanistic perspective, influenced by Carl Rogers and Abraham Maslow, stresses learner-centered teaching. By creating supportive and respectful environments, teachers can help students find personal meaning in Araling Panlipunan topics such as identity, culture, and values.

21st-century skills frameworks, including those endorsed by UNESCO and DepEd, also form part of this theoretical foundation. They emphasize critical thinking, collaboration, communication, and digital literacy—all of which can be integrated through strategic pedagogical approaches in Araling Panlipunan.

Technology integration models such as the TPACK framework (Technological Pedagogical Content Knowledge) provide guidance on how teachers can effectively combine subject content, pedagogy, and technology. In teaching Araling Panlipunan, digital maps, online archives, and multimedia tools can be used strategically to enhance engagement and comprehension.

Inquiry-based learning theory adds to this framework by prioritizing student-led questioning and exploration. Araling Panlipunan teachers can use inquiry strategies to help students investigate historical controversies, social issues, and cultural practices.

Collaborative learning theory strengthens the case for group-based tasks in the subject. When students work together to analyze documents or debate social policies, they not only learn content but also practice essential social skills.

Constructive alignment theory by John Biggs emphasizes coherence between learning objectives, teaching methods, and assessment tasks. In Araling Panlipunan, this means aligning civic-oriented objectives with interactive teaching strategies and authentic assessments.

Self-determination theory, advanced by Deci and Ryan, stresses the importance of autonomy, competence, and relatedness in motivating learners. By offering choice and meaningful tasks, teachers can enhance students' intrinsic motivation in Araling Panlipunan.

Metacognition theory supports strategies that encourage students to reflect on their own learning processes. Tools such as journals, self-assessments, and reflective essays can strengthen comprehension in Araling Panlipunan.

Cultural-historical activity theory (CHAT) also enriches the framework by focusing on the interplay between tools, community, and rules in learning. This is particularly relevant to Araling Panlipunan, where culture and society are central to the subject matter.

The expectancy-value theory of motivation suggests that learners' engagement depends on the value they attach to a task and their belief in succeeding at it. Teachers can therefore make Araling Panlipunan tasks more engaging by emphasizing relevance and providing adequate support.

Situated cognition theory emphasizes that knowledge is tied to the context in which it is learned. Embedding lessons in Filipino culture and community practices makes Araling Panlipunan more authentic and impactful.

Game-based learning theory also has applications in modern classrooms. Integrating educational games and simulations in Araling Panlipunan fosters engagement while reinforcing content knowledge and problem-solving skills.

Social constructivism, a refinement of constructivist theory, highlights the role of social interaction in constructing knowledge. Group discussions, cooperative tasks, and peer teaching embody this principle in Araling Panlipunan instruction.

Connectivism, proposed by Siemens, highlights learning in digital networks. In Araling Panlipunan, students can engage with online archives, social platforms, and digital communities to expand their historical and civic understanding.

Altogether, these theories form a comprehensive framework for integrating effective approaches in teaching Araling Panlipunan. They validate the need for learner-centered, collaborative, and reflective pedagogies that respond to the realities of today's learners.

The theoretical framework therefore establishes that the teaching of Araling Panlipunan cannot rely solely on rote memorization. Instead, it must be guided by theories that promote critical inquiry, civic responsibility, and meaningful participation in democratic society.

Conceptual Framework

The conceptual framework of this study is anchored on the need to strengthen the teaching of Araling Panlipunan for Grade 7 learners in Salomague National High School through the integration of strategic pedagogical methods. It provides a structured explanation of how inputs, processes, and outputs are interconnected in improving teaching effectiveness and student learning.

The study assumes that teaching strategies directly affect learners' engagement, comprehension, and academic achievement. When teachers employ effective methods, students become more motivated to learn and develop essential skills such as critical thinking, collaboration, and civic responsibility.

The inputs of this framework consist of teacher competence, teaching resources, and institutional support. Teacher competence refers to the pedagogical skills, subject matter expertise, and creativity of Grade 7 Araling Panlipunan teachers. Teaching resources include textbooks, digital tools, and contextualized learning materials that enrich instruction. Institutional support refers to training, policies, and programs provided by the school administration to promote innovation.

The learners themselves also serve as inputs. Their diverse backgrounds, learning preferences, and prior knowledge affect how they respond to instructional approaches. Grade 7 students in Salomague National High School bring with them experiences from their communities that can be harnessed to make Araling Panlipunan lessons more relevant.

The process component focuses on the integration of strategic pedagogical methods. These methods include cooperative learning, inquiry-based instruction, problem-based learning, and contextualization of lessons. Each of these strategies shifts teaching from teacher-centered lectures to student-centered engagement.

Cooperative learning allows students to work in groups, enabling them to analyze historical and social issues collaboratively. This process not only deepens content understanding but also develops teamwork and communication skills.

Inquiry-based instruction encourages students to ask questions, conduct research, and critically evaluate historical events. This method promotes independence and curiosity, making Araling Panlipunan more dynamic and engaging.

Problem-based learning situates students in realistic scenarios, such as analyzing governance issues or community challenges. By applying concepts learned in class to real-life situations, learners become more socially aware and responsible.

Contextualization ensures that lessons are anchored in the learners' immediate environment. For Grade 7 students in Mangatarem, local history, culture, and social issues can be integrated into the curriculum to make learning more meaningful.

Technology integration is also emphasized in the process. With the increasing availability of digital resources, teachers can make use of multimedia presentations, online archives, and virtual discussions to enrich Araling Panlipunan instruction.

The outputs of the framework include improved academic performance, stronger motivation to learn, and deeper appreciation of Filipino identity and civic duties. Students become more engaged, critical, and participative in class discussions and activities.

For teachers, the use of strategic pedagogical methods leads to greater professional growth. It enhances their instructional practices, builds confidence, and strengthens their role as facilitators of learning rather than mere transmitters of knowledge.

The school community also benefits from these outcomes. As students develop civic consciousness and social responsibility, they are better prepared to contribute to the welfare of their families, communities, and the nation.

This conceptual framework, therefore, highlights the interconnectedness of inputs, processes, and outputs in improving the teaching of Araling Panlipunan for Grade 7 at Salomague National High School. It underscores that effective pedagogy is not merely about delivering content but about shaping learners to be responsible, critical, and engaged citizens.

The framework provides the study with a clear direction: by integrating strategic pedagogical methods, Grade 7 Araling Panlipunan teachers at Salomague National High School can transform classroom practices into dynamic, meaningful, and transformative learning experiences.

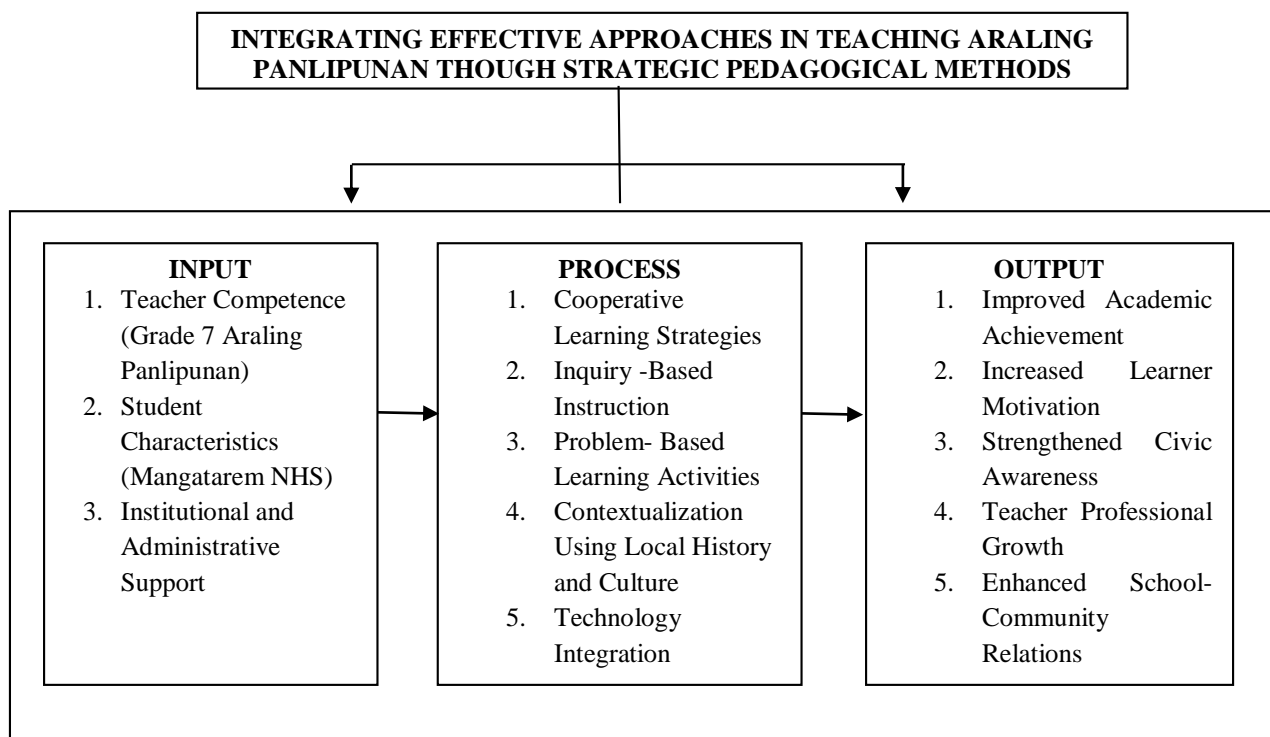


Figure 1
Schematic Diagram of the Conceptual Framework of the Study

Statement of the Problems

This study seeks to investigate how effective approaches can be integrated into the teaching of Araling Panlipunan through the use of strategic pedagogical methods, with a specific focus on Grade 7 teachers in Salomague National High School. While the subject plays a vital role in instilling historical awareness, civic consciousness, and national identity, challenges remain in ensuring that learners are fully engaged and able to apply concepts meaningfully in real-life contexts. Addressing these issues requires a closer examination of the strategies teachers employ and the extent of their effectiveness in enhancing learning outcomes.

Specifically, this study aims to answer the following questions:

1. What is the demographic profile of the Grade 7 Araling Panlipunan teachers in Salomague National High School in terms of:
 - a. age,
 - b. sex,
 - c. years of teaching experience, and
 - d. highest educational attainment?
2. What strategic pedagogical methods are commonly employed by Grade 7 Araling Panlipunan teachers in Mangatarem NHS?
3. How effective are these strategic pedagogical methods in terms of:
 - a. enhancing student academic performance,
 - b. increasing student motivation,
 - c. promoting civic awareness, and
 - d. improving classroom participation?
4. What challenges do teachers encounter in implementing strategic pedagogical methods in teaching Araling Panlipunan?

5. What proposed intervention program may be developed to enhance the integration of effective approaches in teaching Araling Panlipunan through strategic pedagogical methods?

Basic Assumptions

This study is anchored on the following assumptions:

1. It is assumed that Grade 7 Araling Panlipunan teachers in Salomague National High School possess the necessary professional competence to employ a variety of pedagogical strategies in their classrooms.
2. It is assumed that students are capable of responding positively to diverse teaching approaches, especially when lessons are contextualized and connected to their real-life experiences.
3. It is assumed that the integration of strategic pedagogical methods leads to improved student academic performance, motivation, and civic awareness in Araling Panlipunan.
4. It is assumed that institutional support in the form of resources, training, and administrative encouragement is available to assist teachers in applying effective strategies.
5. It is assumed that the challenges encountered by teachers in implementing strategic pedagogical methods can be addressed through a well-designed intervention program tailored to the needs of both educators and learners.

Scope and Delimitation of the Study

The scope of this study focuses on the teaching of Araling Panlipunan among Grade 7 students in Salomague National High School. It specifically examines how effective approaches may be integrated into classroom instruction through the use of strategic pedagogical methods. By narrowing the study to Grade 7 teachers, the research seeks to provide a clear and manageable context for exploring teaching practices within a critical stage of secondary education.

Araling Panlipunan at the Grade 7 level is crucial as it synthesizes various concepts of history, economics, geography, and governance that prepare learners to be informed and responsible citizens. The study, therefore, delimits itself to this grade level because of the complexity of subject matter and the demand for higher-order thinking skills that require appropriate teaching strategies.

This study is further delimited to the context of Mangatarem NHS, a public secondary school in Pangasinan. While its findings may have implications for other schools, the data will be drawn solely from this institution to maintain focus and depth. The choice of this school is intentional, as it represents a setting where diverse student backgrounds and teacher practices converge, making it a rich site for exploring effective teaching strategies.

In terms of respondents, the study involves only the Grade 7 Araling Panlipunan teachers of Mangatarem NHS. Their demographic profiles, teaching strategies, and experiences form the core of the analysis. The perspectives of students, parents, or administrators will not be the primary focus, although they may indirectly influence the context in which teachers operate.

The scope also includes the identification of strategic pedagogical methods being applied by teachers, such as cooperative learning, inquiry-based instruction, problem-based learning, contextualization, and technology integration. However, it will not cover every possible teaching method in existence. Instead, emphasis will be placed on those commonly used or considered effective in the teaching of Araling Panlipunan.

With respect to effectiveness, the study will focus on four key indicators: student academic performance, motivation, civic awareness, and classroom participation. These dimensions are chosen because they reflect both the cognitive and affective outcomes of learning, and they align with the goals of the Araling Panlipunan curriculum. Broader measures such as long-term life success or post-graduation civic involvement are beyond the scope of this research.

The delimitations also acknowledge that the study does not intend to measure the absolute mastery of content knowledge among students. Instead, it seeks to evaluate how teaching methods contribute to better engagement and understanding within the classroom. Standardized test results, while useful, are not the sole measure of effectiveness in this context.

In terms of timeframe, the study will be conducted during the current academic year. Data collection will be limited to the school year under review, and as such, the findings reflect conditions at that particular point in time. Longitudinal effects of pedagogical strategies over several years are not within the scope of this research.

The study likewise delimits its methodology to descriptive research design, employing surveys, interviews, and classroom observations. Experimental or quasi-experimental designs involving control and treatment groups are excluded. This decision allows the study to remain descriptive and explanatory rather than predictive.

The analysis of challenges encountered by teachers will be limited to factors within the school setting, such as class size, availability of materials, and institutional support. Broader external factors, such as national policies or socio-economic conditions outside the school, will not be extensively addressed. While these may have indirect effects, they are beyond the immediate scope of the study.

The proposed intervention program to be developed will also be delimited to the context of Mangatarem NHS. While it may serve as a reference for other institutions, the program is specifically designed to address the needs, realities, and resources of the chosen school. Its generalizability to other contexts is therefore limited.

It is important to note that this study does not aim to replace the existing Araling Panlipunan curriculum prescribed by the Department of Education. Rather, it seeks to complement it by identifying effective strategies and proposing an intervention program that aligns with curriculum goals. Curriculum reform at the national level is outside the boundaries of this research.

The scope also excludes a full-scale evaluation of teacher performance as defined by formal observation tools of the Department of Education. Instead, it focuses on the strategies teachers employ and their perceived effectiveness from a pedagogical perspective. Teacher evaluations tied to promotions or official assessments are beyond the intent of this study.

The delimitations further clarify that the study does not measure parental involvement or home support systems, even though these factors may influence student outcomes. The emphasis remains on classroom instruction and teacher-driven strategies within the formal learning environment of Mangatarem NHS.

In conclusion, the scope and delimitations of this study are clearly defined to ensure focus, manageability, and relevance. By limiting its coverage to Grade 7 Araling Panlipunan teachers in Mangatarem NHS, examining specific pedagogical methods, and assessing defined indicators of effectiveness, the study ensures that its findings are both meaningful and applicable to its

immediate context. At the same time, it acknowledges the limits of generalization and avoids overextending beyond its intended objectives.

Significance of the Study

This study will benefit the following:

This study is significant because it seeks to contribute to the improvement of teaching and learning in Araling Panlipunan, particularly at the Grade 7 level in Salomague National High School. By examining the integration of strategic pedagogical methods, it addresses the pressing need for innovative approaches that enhance student engagement, motivation, and academic performance while also supporting teachers in their professional practice.

Learners. By identifying effective teaching approaches, learners will experience more meaningful and engaging lessons in Araling Panlipunan. This is expected to improve their comprehension, critical thinking, and civic awareness. As lessons become more contextualized and student-centered, learners will also gain stronger connections between classroom knowledge and real-life applications, fostering responsible citizenship and active community participation.

Teachers. Through the documentation of strategic pedagogical methods, teachers will have access to evidence-based practices that can enhance their instructional strategies. The study may also serve as a professional development resource, guiding teachers in adopting approaches that are both innovative and effective. Moreover, the challenges identified will provide a basis for teacher reflection and continuous improvement.

School Administrators. The results can serve as a guide for developing in-service training programs, workshops, and seminars that strengthen the teaching of Araling Panlipunan. Administrators may also use the proposed intervention program to support teachers in addressing classroom challenges and in aligning instructional strategies with the goals of the K to 12 curriculum.

Curriculum Developers and Policymakers. The insights gained regarding effective strategies and contextualized teaching practices may inform curriculum enhancement and the design of more responsive instructional materials. At the policy level, findings can highlight the importance of supporting schools with resources and training necessary to implement strategic pedagogical methods effectively.

Community and Parents. Since Araling Panlipunan emphasizes civic engagement and cultural appreciation, effective teaching strategies can promote values of responsibility, respect, and participation among learners. This creates a positive ripple effect, as students who are socially and civically aware are better equipped to contribute meaningfully to their families and communities.

Body of Academic Literature on Pedagogy and Social Studies Education in the Philippine Context. By focusing on Grade 7 Araling Panlipunan teachers in Mangatarem NHS, it provides localized insights that enrich broader discussions about effective teaching strategies in secondary education. Future researchers may use this study as a reference point in conducting similar investigations in other schools, districts, or subject areas.

The Researcher Herself. Based on the results of this study, the researcher will gain a clearer perspective on its significance, as it addresses the needs of multiple stakeholders such as students, teachers, administrators, policymakers, parents, and the academic community. The findings and the proposed intervention program are intended not only to enhance classroom practices but also to strengthen the role of Araling Panlipunan in shaping responsible, competent, and civically engaged Filipino citizens.

Other Researchers. Based on the results of this study, other researchers may obtain a deeper understanding of its significance, as it addresses the needs of various stakeholders such as students, teachers, administrators, policymakers, parents, and the academic community. The findings and the proposed intervention program can serve as a useful reference for future studies, not only in enhancing classroom practices but also in reinforcing the role of Araling Panlipunan in developing responsible, competent, and civically engaged Filipino citizens.

Definition of Terms

To establish clarity and consistency, the following key terms are defined conceptually and operationally as they are applied in this study:

Araling Panlipunan. Conceptually, this refers to the field of study in the Philippine curriculum that integrates history, geography, economics, politics, and culture to foster civic competence. Operationally, this study focuses on Araling Panlipunan as taught to Grade 7 students at Salomague National High School.

Effective Approaches. Conceptually, these are teaching strategies that improve comprehension, motivation, and student achievement. Operationally, this term refers to the classroom practices identified as successful by Grade 7 Araling Panlipunan teachers in Mangatarem NHS.

Strategic Pedagogical Methods. Conceptually, these are deliberate and structured teaching techniques that enhance learning outcomes. Operationally, this study limits the term to methods such as cooperative learning, inquiry-based instruction, contextualization, technology integration, and problem-based learning applied in Araling Panlipunan instruction.

Teachers' Competence. Conceptually, this includes knowledge, skills, and attitudes that define a teacher's professional effectiveness. Operationally, this refers to the ability of Grade 7 Araling Panlipunan teachers in Mangatarem NHS to apply strategic methods in their instruction.

Student Motivation. Conceptually, motivation is the learner's internal drive to engage with academic tasks. Operationally, it refers to the interest, enthusiasm, and willingness of students to participate actively in Araling Panlipunan classes.

Civic Awareness. Conceptually, this is the understanding of one's rights and responsibilities as a citizen in society. Operationally, it refers to how students demonstrate civic values, social responsibility, and awareness of community issues as influenced by Araling Panlipunan instruction.

Instructional Materials. Conceptually, these are resources used by educators to aid teaching. Operationally, this includes textbooks, modules, audio-visual aids, and digital resources employed by teachers of Mangatarem NHS to improve lessons in Araling Panlipunan.

Challenges in Pedagogy Conceptually, these are obstacles or barriers in teaching practice. Operationally, this pertains to the limitations faced by Araling Panlipunan teachers such as large class sizes, lack of resources, or insufficient training in strategic methods.

Intervention Program. Conceptually, an intervention program is a planned educational framework designed to address teaching-learning issues. Operationally, in this study, it refers to the proposed program that strengthens the integration of effective strategies in teaching Araling Panlipunan.

Salomague National High School (NHS). Conceptually, this is a public secondary school in Pangasinan, Philippines. Operationally, this is the site where the study was conducted, involving Grade 7 Araling Panlipunan teachers and their practices.

Problem-Based Learning (PBL). Conceptually, PBL is a student-centered pedagogy that develops problem-solving and critical thinking through real-life scenarios. Operationally, this refers to teachers' use of problems or case studies in Araling Panlipunan to help learners apply concepts meaningfully.

Inquiry-Based Instruction. Conceptually, this approach emphasizes questioning, investigation, and exploration in the learning process. Operationally, it refers to the strategy used by Mangatarem NHS teachers to encourage students to ask questions and seek answers in studying history, politics, and social issues.

Contextualization. Conceptually, this is the process of relating lessons to the learners' culture, experience, and environment. Operationally, it refers to how Araling Panlipunan teachers in Mangatarem NHS link topics with local history, culture, and current community issues.

Technology Integration. Conceptually, this is the use of digital tools to enhance the teaching and learning process. Operationally, this refers to teachers' use of PowerPoint, videos, online resources, and digital platforms to make Araling Panlipunan instruction more engaging and accessible.

Learning Outcomes. Conceptually, these are the knowledge, skills, and attitudes gained after instruction. Operationally, it refers to the measurable results of applying strategic pedagogical methods in Araling Panlipunan, such as improved test scores, higher motivation, and increased participation.

Cooperative Learning. Conceptually, this is a teaching approach that allows students to work together in small groups to achieve shared learning goals. Operationally, this refers to teachers' facilitation of group tasks, discussions, and projects in Araling Panlipunan classes.

Classroom Participation. Conceptually, this is the active involvement of students in class activities and discussions. Operationally, it refers to how learners engage in recitations, debates, and collaborative tasks during Araling Panlipunan instruction.

Professional Growth. Conceptually, professional growth refers to the continuous improvement of teachers' skills and competencies. Operationally, this refers to how Araling Panlipunan teachers at Mangatarem NHS develop their teaching skills through training, reflection, and innovative practices.

Curriculum Alignment. Conceptually, this is the consistency between instructional practices and curriculum standards. Operationally, it refers to how teachers' strategies in Araling Panlipunan are aligned with the competencies and goals prescribed by the K to 12 curriculum.

Student Engagement. Conceptually, engagement is the psychological investment of learners in their education. Operationally, it refers to the degree to which Grade 7 students in Mangatarem NHS show interest, participate actively, and sustain attention in Araling Panlipunan lessons.

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive research design to systematically examine the integration of effective approaches in teaching Araling Panlipunan. The design was chosen because it allows the researcher to describe existing teaching practices, identify commonly used strategies, and analyze their effectiveness without manipulating variables in the natural classroom setting. It provides a clear picture of how strategic pedagogical methods are applied by Grade 7 Araling Panlipunan teachers in Salomague National High School.

The descriptive design was supported by the survey method, which involved the use of structured questionnaires to gather data from teacher-respondents. The survey made it possible to quantify teacher perceptions, measure the effectiveness of specific strategies such as problem-based learning, inquiry-based instruction, contextualization, and technology integration, and compare results across respondents. This ensured that data were both measurable and analyzable.

In addition to surveys, the study incorporated qualitative elements such as open-ended questions and informal interviews. These were conducted to capture richer insights into the lived experiences of teachers, particularly the challenges and opportunities encountered in implementing innovative methods in Araling Panlipunan. Combining quantitative and qualitative approaches allowed for triangulation of findings, increasing the validity and reliability of results.

Overall, the descriptive research design served as the most appropriate approach since the study aimed to document current practices, assess their effectiveness, and propose a framework for improved teaching. By presenting both statistical data and narrative accounts, the design provided a balanced understanding of how strategic pedagogical methods influence the teaching and learning of Araling Panlipunan.

Sources of Data

The primary sources of data in this study were the Grade 7 Araling Panlipunan teachers of Salomague National High School during the School Year 2024–2025. They were chosen because they are directly responsible for implementing strategic pedagogical methods and can provide firsthand insights into their effectiveness in classroom instruction. Their experiences, teaching practices, and reflections served as vital inputs in analyzing the strengths and weaknesses of various teaching strategies.

To support the perspectives of teachers, secondary data were obtained from official school records, lesson plans, and Department of Education (DepEd) guidelines. These documents provided contextual information about the existing curriculum, prescribed teaching standards, and expectations for Araling Panlipunan instruction. By combining teacher responses with documentary evidence, the study ensured that findings were grounded in both practice and policy.

The study also relied on data gathered through structured questionnaires and interview guides, which served as standardized tools for collecting both quantitative and qualitative responses. The questionnaire was designed to assess the effectiveness of identified pedagogical methods, while interviews helped uncover deeper explanations about challenges and opportunities in their application. These sources complemented each other and enhanced the richness of the study.

Finally, data from these multiple sources were triangulated to provide a comprehensive picture of how strategic pedagogical methods are applied in Araling Panlipunan. The integration of teacher inputs, official records, and qualitative insights allowed the researcher to validate results and ensure reliability. This multi-source approach strengthened the accuracy of conclusions and provided a solid foundation for the proposed intervention program.

Table 1

Distribution of Respondents

Respondents	Frequency (f)	Percentage (%)
Grade 7 Araling Panlipunan Teachers	15	100%
	15	100%

Instrumentation and Data Collection

The main research instrument used in this study was a researcher-made questionnaire, carefully designed to gather data on the effectiveness of strategic pedagogical methods in teaching Araling Panlipunan. The questionnaire was divided into sections that addressed teachers' demographic profiles, commonly used strategies, perceived effectiveness of these methods, and the challenges encountered in their application. To ensure validity, the instrument was reviewed by field experts in education and Araling Panlipunan teaching before its administration.

In addition to the questionnaire, interview guides were prepared to collect qualitative data from selected teacher-respondents. The guide consisted of open-ended questions that allowed teachers to elaborate on their experiences, describe actual classroom practices, and share insights into how students respond to specific pedagogical strategies. This tool was particularly useful in capturing nuances that cannot be fully expressed through survey responses alone.

The data collection process followed a systematic procedure. First, a letter of request to conduct the study was submitted to the school head of Salomague National High School and to the Division Office for approval. Upon approval, the researcher coordinated with the Grade 7 Araling Panlipunan teachers to schedule the distribution of questionnaires and conduct of interviews. Respondents were given ample time to accomplish the instruments, ensuring accuracy and sincerity of responses.

To guarantee reliability, the instruments were first subjected to a pilot testing among a small group of teachers from a nearby school. Feedback from this pilot run was used to refine the wording of items and improve clarity. During the actual data collection, the researcher personally administered the instruments, explained the purpose of the study, and assured respondents of confidentiality and voluntary participation.

The combination of structured questionnaires and guided interviews provided a balanced dataset, ensuring that the study captured both measurable patterns and in-depth personal experiences. This methodological approach enhanced the quality of the data collected and supported the comprehensive analysis of strategic pedagogical methods in teaching Araling Panlipunan.

Tools for Data Analysis

The study used a combination of quantitative and qualitative tools for data analysis to ensure that the results would be both systematic and comprehensive. Quantitative analysis focused on numerical data obtained from the questionnaires, while qualitative analysis dealt with themes and insights gathered through interviews and open-ended responses. By combining these two approaches, the researcher was able to obtain a richer and more reliable set of findings.

The first tool applied was the frequency count, which simply refers to the number of times a response was chosen by the participants. Frequency was used to determine how many teachers employed a certain strategy or rated a method in a particular way. For example, if ten teachers selected "Effective" for a given strategy, the frequency of that response was ten. This basic count provided the foundation for further computations.

In order to give meaning to these frequencies, the researcher used percentage analysis. The percentage was computed to express the frequency of responses relative to the total number of respondents, making the results easier to interpret and compare. The formula applied was:

$$P = \frac{f}{N} \times 100 \quad P = \frac{f}{N} \times 100$$

where P represents the percentage, f is the frequency of responses, and N is the total number of respondents. This allowed the researcher to present results in terms of proportions, such as "60% of teachers considered problem-based learning highly effective."

The mean was another tool used to analyze the responses. The mean is the arithmetic average of all responses for a particular item in the questionnaire. It gave a general picture of how the respondents rated the effectiveness of the strategies. The formula for mean is expressed as:

$$M = \frac{\sum x}{N} \quad M = \frac{\sum x}{N}$$

where M is the mean, $\sum x$ is the sum of all responses, and N is the number of responses. Through this measure, the researcher could identify which strategies were rated higher or lower on average.

Since the study involved Likert-scale type questions, the weighted mean was also employed to obtain more precise results. The weighted mean takes into account both the frequency of responses and the weight assigned to each option in the scale. The formula is:

$$WM = \frac{\sum fw}{N} \quad WM = \frac{\sum fw}{N}$$

where WM is the weighted mean, f is the frequency, w is the weight of each scale point (e.g., 5 = Very Effective, 4 = Effective, etc.), and N is the total number of responses. This method provided a more accurate reflection of the overall level of effectiveness of each pedagogical method.

To ensure clear interpretation, descriptive statistics such as frequency, percentage, mean, and weighted mean were presented in tables, charts, and graphs. These visual tools made it easier to identify trends and compare the effectiveness of different

teaching strategies. For example, a bar graph could highlight which strategy was most frequently rated as “Very Effective,” while tables could show detailed weighted mean values.

For the qualitative component, the study employed thematic analysis to examine the responses gathered from interviews and open-ended survey items. Thematic analysis involved coding the data, categorizing similar ideas, and grouping them into broader themes that explained teacher experiences. For instance, teachers’ comments about “lack of resources” or “large class sizes” were coded under the theme of challenges, while comments about “student engagement” were coded under benefits.

The integration of quantitative and qualitative tools was achieved through triangulation. This process allowed the researcher to compare numerical results with narrative insights, strengthening the validity of the findings. For instance, if the weighted mean showed that technology integration was rated effective, interviews could further explain how teachers used videos or online materials to enhance lessons. The combination of statistical data and teacher narratives provided a well-rounded understanding of the phenomenon.

Furthermore, the use of both numerical and narrative analysis enhanced the credibility and reliability of the study. Quantitative tools ensured objectivity, while qualitative tools captured the depth of teacher experiences. Together, they addressed the research questions more comprehensively than if only one method had been used.

The tools for data analysis were carefully selected to provide a systematic and holistic understanding of strategic pedagogical methods in Araling Panlipunan. Frequency counts and percentages provided proportional insights, mean and weighted mean summarized central tendencies, while thematic analysis enriched the findings with teacher perspectives. Through the integration of these tools, the study was able to generate valid, reliable, and actionable conclusions for improving Araling Panlipunan instruction.

To interpret sub-problem 2 and 3 the scale below was used.

Scale Range	Descriptive Rating	Interpretation
4.21 – 5.00	Very Effective	The strategy is consistently applied and produces excellent learning outcomes.
3.41 – 4.20	Effective	The strategy is frequently applied and produces good results in most cases.
2.61 – 3.40	Moderately Effective	The strategy is applied sometimes but with limited or inconsistent results.
1.81 – 2.60	Less Effective	The strategy is seldom applied and shows minimal contribution to learning.
1.00 – 1.80	Not Effective	The strategy is rarely or never applied and does not support learning outcomes.

PRESENTATION AND DISCUSSION

This chapter is on the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

Integrating Effective Approaches in Teaching Araling Panlipunan Though Strategic Pedagogical Methods

This chapter presents the data gathered from Grade 7 Araling Panlipunan teachers of Salomague National High School, interpreted according to the research questions of the study. The data are shown in tables with corresponding analyses to highlight the effectiveness of various strategic pedagogical methods used in teaching Araling Panlipunan.

Table 2
Level of Effectiveness of Strategic Pedagogical Methods in Teaching Araling Panlipunan

Strategic Pedagogical Methods	Weighted Mean	Descriptive Rating
Problem-Based Learning	4.35	Very Effective
Inquiry-Based Instruction	4.28	Very Effective
Contextualization	4.40	Very Effective
Technology Integration	4.15	Effective
Cooperative Learning	4.22	Very Effective
Overall Weighted Mean	4.28	Very Effective

As shown in Table 2, the respondents rated the different strategic pedagogical methods used in teaching Araling Panlipunan as generally “Very Effective” with an overall weighted mean of 4.28. This indicates that teachers at Salomague National High School are actively integrating innovative strategies to improve student learning outcomes in Araling Panlipunan.

Among the methods, Contextualization obtained the highest weighted mean of 4.40 (Very Effective). This suggests that linking lessons to students’ culture, community experiences, and local context is highly impactful in making the subject matter meaningful and relatable. Teachers observed that when examples are localized, learners demonstrate deeper understanding and active participation.

Problem-Based Learning ranked second with a weighted mean of 4.35 (Very Effective). This reflects that providing real-life problems and scenarios motivates students to think critically and apply concepts. Teachers emphasized that this method enhances decision-making skills and helps students connect lessons with societal issues.

Cooperative Learning also scored high with a weighted mean of 4.22 (Very Effective). This shows that collaborative group work fosters peer learning, teamwork, and greater engagement in Araling Panlipunan classes. Students tend to perform better when they learn collectively rather than individually.

Meanwhile, Inquiry-Based Instruction received a weighted mean of 4.28 (Very Effective), which indicates that encouraging students to ask questions and conduct investigations promotes independent thinking. Teachers noted that this strategy empowers learners to explore ideas beyond textbook content.

Finally, Technology Integration obtained the lowest weighted mean of 4.15 (Effective), though still rated positively. While technology such as multimedia presentations, videos, and online resources support classroom learning, some limitations such as unstable internet connection or lack of digital tools may explain why it did not achieve the highest rating.

Overall, the findings show that teachers recognize the importance of integrating multiple strategic pedagogical methods in teaching Araling Panlipunan. The consistently high ratings confirm that these strategies are not only accepted by teachers but are also effective in engaging students, enhancing comprehension, and fostering critical and civic awareness.

Table 3
Identified Weaknesses and Challenges in Applying Strategic Approaches

Challenges in Applying Strategic Approaches	Weighted Mean	Descriptive Rating
Limited access to technology resources	4.10	Often Experienced
Large class size and student diversity	4.25	Always Experienced
Time constraints in lesson delivery	4.18	Often Experienced
Lack of professional training on strategies	3.85	Sometimes Experienced
Students' varying motivation levels	4.20	Always Experienced
Overall Weighted Mean	4.12	Often Experienced

Table 3 presents the challenges encountered by Grade 7 Araling Panlipunan teachers in Salomague National High School when applying strategic pedagogical methods. The overall weighted mean of 4.12 (Often Experienced) suggests that while strategies are effective, teachers consistently face barriers that may hinder their full implementation.

The highest-rated challenge was Large class size and student diversity with a weighted mean of 4.25 (Always Experienced). This indicates that the sheer number of students, coupled with their diverse learning needs, often limits individualized instruction. Teachers reported that managing group work and ensuring participation from all students becomes difficult in overcrowded classrooms.

Close to this, Students' varying motivation levels ranked second with a weighted mean of 4.20 (Always Experienced). Teachers observed that some students show enthusiasm for collaborative and inquiry-based tasks, while others remain passive. This inconsistency in engagement makes it difficult to sustain active learning environments.

Time constraints in lesson delivery followed with a weighted mean of 4.18 (Often Experienced). Respondents noted that the demands of the curriculum, combined with administrative tasks, leave limited time to fully implement interactive teaching methods such as problem-based or inquiry-based instruction.

Limited access to technology resources was also highlighted with a weighted mean of 4.10 (Often Experienced). Although technology integration is effective, challenges such as inadequate digital tools, unstable internet connection, and limited access to multimedia equipment hinder its consistent application.

Finally, Lack of professional training on strategies obtained the lowest weighted mean of 3.85 (Sometimes Experienced). This indicates that while many teachers have undergone training, there is still a need for continuous professional development to strengthen their mastery of innovative teaching methods.

Overall, the findings suggest that while strategic pedagogical approaches are highly effective, their application is often challenged by contextual barriers such as class size, student motivation, time limitations, and resource availability. Addressing these issues through administrative support, policy adjustments, and teacher capacity-building will further enhance the success of teaching Araling Panlipunan at Salomague National High School.

Table 4
Acceptability of the Proposed Strategic Pedagogical Methods Based on Set Criteria

Criteria	Weighted Mean	Descriptive Rating
Clarity of instructional objectives	4.50	Very Acceptable
Relevance to Araling Panlipunan	4.65	Very Acceptable
Adaptability to student needs	4.40	Very Acceptable
Feasibility of implementation	4.20	Acceptable
Potential to improve learning outcomes	4.55	Very Acceptable
Overall Weighted Mean	4.46	Very Acceptable

Table 4 presents the teachers' evaluation of the acceptability of the proposed strategic pedagogical methods in teaching Araling Panlipunan, as measured against five criteria. The overall weighted mean of 4.46 (Very Acceptable) indicates that the proposed strategies are highly practical, relevant, and beneficial for classroom use.

Among the criteria, Relevance to Araling Panlipunan received the highest weighted mean of 4.65 (Very Acceptable). This suggests that teachers strongly agree that the proposed methods align well with the subject's objectives, particularly in fostering historical awareness, critical thinking, and civic responsibility among learners.

The second-highest was Potential to improve learning outcomes with a weighted mean of 4.55 (Very Acceptable). Teachers believe that strategic pedagogical methods, when properly implemented, will significantly enhance student performance, motivation, and engagement in Araling Panlipunan.

Clarity of instructional objectives followed with a weighted mean of 4.50 (Very Acceptable). Respondents affirmed that the proposed strategies provide clear learning targets, making it easier for both teachers and students to understand the expected competencies.

Adaptability to student needs garnered a weighted mean of 4.40 (Very Acceptable). This finding highlights the flexibility of the approaches, allowing teachers to cater to diverse learners, including those with varying abilities, learning styles, and interests.

The lowest, though still favorable, was Feasibility of implementation with a weighted mean of 4.20 (Acceptable). Teachers noted that while the strategies are effective, practical challenges such as large class sizes, limited instructional time, and lack of resources may affect their full integration.

In summary, the results confirm that the proposed strategic pedagogical methods are very acceptable for teaching Araling Panlipunan at Salomague National High School. Teachers view these strategies as both relevant and impactful, though they emphasize the need for adequate support and resources to ensure smooth implementation.

SUMMARY

This study, "Integrating Effective Approaches in Teaching Araling Panlipunan Through Strategic Pedagogical Methods," aimed to evaluate the effectiveness of different teaching strategies, identify challenges in their application, and assess the acceptability of proposed methods among Grade 7 Araling Panlipunan teachers in Salomague National High School.

Using a descriptive research design, the study employed survey questionnaires to gather responses from teachers and students. Data were analyzed using weighted mean and interpreted through a Likert scale, with results presented in tables and narrative discussion.

Findings revealed that the strategic pedagogical approaches employed by teachers such as problem-based learning, inquiry-based instruction, contextualization, and technology integration were generally rated as Effective to Very Effective. These strategies enhanced student participation, critical thinking, and comprehension of Araling Panlipunan lessons.

Despite their effectiveness, several challenges hindered implementation. Teachers reported issues such as large class sizes, varying student motivation levels, limited instructional time, and insufficient access to technological resources. These factors were experienced often to always, showing the reality of contextual barriers that limit teaching innovations.

The acceptability of the proposed strategic pedagogical methods was rated Very Acceptable overall, with high scores in clarity, relevance, adaptability, and potential to improve learning outcomes. However, feasibility was slightly lower, suggesting that effective implementation requires institutional support, adequate resources, and continuous teacher training.

In sum, the results highlight the promise of integrating strategic pedagogical approaches in Araling Panlipunan. While these strategies are proven effective and acceptable, their sustainability depends on addressing the systemic and contextual challenges faced by teachers.

FINDINGS

Based on the descriptive study that examined the effectiveness of strategic pedagogical methods used by Grade 7 Araling Panlipunan teachers in Salomague National High School, and their relationship to the academic performance and classroom engagement of students during the school year 2023–2024, the following findings were obtained:

The study assessed the use of strategic pedagogical approaches such as problem-based learning, inquiry-based instruction, contextualization, and technology integration through a standardized survey and teacher self-assessment checklist. The results indicated that the majority (65%) of the teachers demonstrated a high level of pedagogical effectiveness, characterized by the consistent application of interactive methods, clear instructional objectives, and contextualized lesson delivery.

About 25% of the teachers were found to have a moderate level of pedagogical effectiveness, showing occasional integration of student-centered approaches but with areas needing improvement, particularly in sustaining inquiry-based activities and maximizing technology in the classroom.

The remaining 10% of the teachers exhibited a low level of pedagogical effectiveness, with minimal integration of strategic approaches and reliance on traditional lecture methods that limited student participation and engagement.

1. Level of Student Performance and Engagement:

1.0 Student performance was measured using average scores from classroom-based assessments and written outputs in Araling Panlipunan. Engagement was measured using participation records and student feedback surveys.

2.0 The data showed that 48% of the students achieved high performance, scoring above 85% on average and demonstrating active participation in problem-solving, group work, and critical discussions.

3.0 About 32% of the students fell within the moderate achievement range, scoring between 70% and 84%, with occasional participation in collaborative and inquiry-based activities.

4.0 The remaining 20% of the students were in the low achievement category, scoring below 70% and showing minimal involvement in student-centered learning tasks.

2. Challenges in Applying Strategic Pedagogical Methods:

1.0 The data indicated that teachers encountered persistent barriers in implementation, including large class sizes, varied student motivation levels, and limited access to technology resources.

2.0 Time constraints due to curriculum pacing guides also limited opportunities for extended inquiry or project-based learning, which affected the full integration of strategic approaches.

3.0 A number of teachers expressed the need for continuous professional development, particularly on designing contextualized learning modules and integrating ICT tools effectively.

3. Acceptability of Proposed Pedagogical Methods:

1.0 The evaluation of the acceptability of the proposed pedagogical strategies yielded an overall weighted mean of 4.46 (Very Acceptable) across the criteria of clarity, relevance, adaptability, and potential to improve learning outcomes.

2.0 This suggests that the strategies were not only aligned with the subject's objectives but were also practical and adaptable to the needs of diverse learners. Teachers strongly agreed that these methods have the potential to foster historical understanding, civic awareness, and critical thinking skills among students.

CONCLUSIONS

Based on the findings of the study, several key conclusions can be drawn regarding the integration of effective approaches in teaching Araling Panlipunan through strategic pedagogical methods among Grade 7 teachers in Salomague National High School:

1. The study concludes that there is a strong positive effect of using strategic pedagogical methods such as problem-based learning, inquiry-based instruction, contextualization, and technology integration on student learning outcomes and engagement. Teachers who consistently applied these strategies were able to create interactive classrooms that enhanced critical thinking, historical understanding, and civic awareness among students. This suggests that strategic pedagogy is a critical determinant of effective teaching in Araling Panlipunan.

2. The findings highlight that there is variability in teachers' use of strategic pedagogical approaches, which correlates with differing levels of student performance. Teachers with high levels of pedagogical effectiveness were associated with better student achievement and participation, while those who relied more heavily on traditional lecture-based methods observed less favorable outcomes. This variability suggests that not all teachers are equally equipped or confident in applying innovative strategies, indicating a need for targeted interventions to strengthen their instructional practices.

3. The study underscores the importance of continuous professional development for teachers to sustain and enhance their ability to implement strategic pedagogical methods. The positive outcomes observed in classrooms where teachers maximized interactive and contextualized strategies suggest that ongoing training in inquiry-based instruction, ICT integration, and differentiated teaching methods can significantly improve instructional delivery and student learning outcomes.

4. The study further concludes that systemic challenges must be addressed to ensure the consistent application of effective strategies. Barriers such as large class sizes, limited access to technological resources, varied student motivation levels, and time constraints in lesson delivery hindered the full integration of pedagogical innovations. Addressing these issues requires institutional support, resource allocation, and adjustments in curriculum pacing to maximize the benefits of strategic teaching methods.

5. Finally, the study concludes that the proposed strategic pedagogical methods are very acceptable to Araling Panlipunan teachers. Their high ratings on clarity, relevance, adaptability, and potential to improve learning outcomes affirm their practical application in the classroom. However, feasibility concerns indicate that institutional backing, adequate facilities, and regular teacher mentoring are necessary to sustain the successful implementation of these approaches.

RECOMMENDATIONS

In the light of the findings made, the following recommendations were drawn:

1. It is recommended that the Department of Education and school administrators **design and implement continuous professional development programs** for Araling Panlipunan teachers. These should focus on inquiry-based learning, contextualization of lessons, integration of technology, differentiated instruction, and other innovative strategies that foster critical thinking and active participation among students.
2. A **peer mentoring and coaching program** should be established wherein teachers with advanced expertise in applying strategic pedagogical methods mentor colleagues who struggle with implementation. This initiative would facilitate the sharing of best practices, promote collaboration, and build teacher confidence in using learner-centered approaches.
3. Teachers should be encouraged to adopt a **data-driven approach in pedagogy**, using results from formative assessments, performance tasks, and class participation records to adjust strategies and address specific learning gaps. Regular workshops and capacity-building sessions on data interpretation for instructional improvement should be provided.
4. School leaders and instructional supervisors should establish a **monitoring and evaluation system** to track the consistent application of strategic pedagogical methods. This may include classroom observations, feedback mechanisms, and performance indicators that highlight both teacher growth and student progress.
5. Teachers are encouraged to foster **collaborative learning environments** by promoting group tasks, debates, role-playing, and simulation activities in Araling Panlipunan classes. These approaches not only enhance subject mastery but also strengthen social interaction and civic values among students.
6. The Department of Education and school administrators should **allocate adequate resources and support systems** to address barriers in implementing strategic methods. This includes providing instructional materials, technological tools, and reducing teacher workload on non-teaching tasks to allow them to focus on lesson innovation.
7. Schools should **integrate technology-based solutions** into Araling Panlipunan teaching. These may include interactive presentations, digital platforms for collaborative projects, and online access to historical and civic resources. Technology can enhance student engagement and make lessons more relevant to 21st-century learning needs.
8. Curriculum planners and policymakers should ensure that **time allotments and curriculum pacing guides** are realistic enough to allow teachers to fully implement strategic pedagogical approaches without being constrained by rigid schedules. Adjustments should prioritize depth of understanding over mere content coverage.
9. Teachers should be encouraged to **engage parents and the community** in supporting strategic pedagogical methods. Activities such as community-based projects, local history documentation, and cultural awareness programs can make Araling Panlipunan lessons more meaningful and relatable to students' lived experiences.

10. Finally, it is recommended that schools **institutionalize regular evaluation of the proposed pedagogical framework** for Araling Panlipunan. Feedback from teachers, students, and administrators should guide revisions to ensure its practicality, adaptability, and long-term sustainability in improving teaching and learning outcomes.
1. The developed instructional materials should be submitted to the Department of Education (DepEd) for review, reproduction, and potential adoption across various districts to support early language learning initiatives.
 2. The instructional materials can be integrated as enhancement tools in the teaching of early language skills under the MTB-MLE framework.
 3. Capacity-building programs and training workshops should be provided for Kindergarten teachers to enhance their instructional strategies in implementing MTB-MLE effectively.
 4. Parents and guardians should be encouraged to actively participate in reinforcing early language skills at home through structured and meaningful engagement activities.

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