Teaching Strategies of Public Junior High School Araling Panlipunan Teachers in Mandaluyong City

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Abstract

Teaching strategies play a vital role in improving learner engagement, critical thinking, and meaningful understanding of social concepts in Araling Panlipunan. This study aimed to assess the extent of utilization of teaching strategies employed by Araling Panlipunan teachers in public junior high schools within the Mandaluyong City Division for the School Year 2024–2025. Specifically, it examined the utilization of inquiry-based learning, project-based learning, collaborative learning, contextualized teaching, and the integrative approach. The study also determined whether significant differences existed between the perceptions of teachers and school heads and identified the degree of seriousness of the problems encountered in utilizing these strategies.

The study employed a descriptive research design with Araling Panlipunan teachers and school heads as respondents. A questionnaire checklist adapted from Paglingayen (2023) served as the primary data-gathering instrument. The Average Weighted Mean was used to determine the extent of utilization of teaching strategies, while the t-test was applied to determine significant differences in perceptions between teachers and school heads.

Findings revealed that the utilization of teaching strategies among Araling Panlipunan teachers was generally moderate, indicating that these strategies were sometimes applied in classroom instruction. Collaborative learning was the most utilized strategy, while the integrative approach received the lowest rating. The results also showed that there was no significant difference between the perceptions of teachers and school heads regarding the utilization of these strategies. Furthermore, the problems encountered in utilizing the teaching strategies were rated as moderately serious.

The findings suggest that while teaching strategies are present in classroom instruction, their consistent and full integration still requires improvement. The results served as the basis for developing an action plan aimed at strengthening the effective utilization of teaching strategies among Araling Panlipunan teachers in public junior high schools.

INTRODUCTION

Effective teaching strategies are essential in promoting meaningful learning and improving student engagement in the classroom. In the teaching of Araling Panlipunan, the use of varied instructional approaches allows teachers to help learners better understand historical, political, economic, and cultural concepts that shape society. Modern educational practices encourage the use of learner-centered strategies that promote critical thinking, collaboration, inquiry, and real-world application of knowledge.

The Department of Education emphasizes the importance of utilizing innovative and diverse teaching strategies in delivering the K–12 curriculum. Approaches such as inquiry-based learning, project-based learning, collaborative learning, contextualized teaching, and integrative learning provide opportunities for learners to actively participate in the learning process. These strategies allow students to connect classroom lessons with real-life situations, develop analytical skills, and engage in cooperative problem-solving activities.

Despite the recognized benefits of these approaches, many teachers still face challenges in consistently applying them in classroom instruction. Factors such as limited resources, large class sizes, time constraints, and insufficient training may affect the extent to which these strategies are implemented. Understanding how frequently these strategies are utilized and identifying the problems encountered by teachers are essential for improving instructional practices.

In response to this need, the present study aimed to assess the extent of utilization of teaching strategies employed by Araling Panlipunan teachers in public junior high schools in the Mandaluyong City Division during the School Year 2024–2025. Specifically, the study examined the level of utilization of inquiry-based learning, project-based learning, collaborative learning, contextualized teaching, and integrative approaches. It also determined whether differences existed between the perceptions of teachers and school heads and identified the problems encountered in implementing these strategies. The findings of the study are expected to provide insights that may guide school administrators and educators in strengthening instructional practices and improving the quality of teaching in Araling Panlipunan.

MATERIALS AND METHODS

Research Design

This study employed the descriptive survey method of research, which is appropriate for gathering information about existing conditions, practices, and perceptions. Descriptive research aims to provide a systematic and accurate description of a situation or phenomenon. According to Best and Kahn (2018), descriptive research is used to collect information about present conditions for the purpose of description, analysis, and interpretation.

The descriptive survey method was appropriate for this study because it allowed the researcher to assess the extent of utilization of various teaching strategies by Araling Panlipunan teachers in public junior high schools. The study focused on five instructional approaches: inquiry-based learning, project-based learning, collaborative learning, contextualized teaching, and the integrative approach. The design enabled the researcher to determine how frequently these strategies were used and to identify the problems encountered by teachers in implementing them in classroom instruction.

Participants

The participants of the study consisted of a total enumeration of 93 Araling Panlipunan teachers and 10 school heads from public junior high schools within the Mandaluyong City Division during the School Year 2024–2025. These respondents were selected because of their direct involvement in teaching and supervising the implementation of instructional strategies in Araling Panlipunan classes.

Instruments

The primary data-gathering instrument used in the study was a questionnaire checklist adapted from Paglingayen (2023) in the study titled *Utilization of Teaching Strategies in Teaching Araling Panlipunan*. The questionnaire consisted of two parts. Part I measured the extent of utilization of teaching strategies, specifically inquiry-based learning, project-based learning, collaborative learning, contextualized teaching, and the integrative approach. Part II determined the degree of seriousness of the problems encountered by teachers in implementing these teaching strategies.

Procedure

Permission to conduct the study was secured from the Schools Division Superintendent of the Mandaluyong City Division. After obtaining approval, the researcher personally visited the selected public junior high schools to distribute the questionnaires to the identified respondents, which included Araling Panlipunan teachers and school heads. The purpose of the study was explained to the respondents, and they were assured that their responses would remain confidential and used solely for research purposes. The data collection process lasted for two weeks, and all questionnaires were successfully retrieved, resulting in a 100 percent retrieval rate.

Data Analysis

Descriptive statistics, particularly the Average Weighted Mean (AWM), were used to determine the extent of utilization of teaching strategies as perceived by teachers and school heads. The t-test was used to determine whether a significant difference existed between the perceptions of teachers and school heads at the 0.05 level of significance. The degree of seriousness of the problems encountered was analyzed using a three-point Likert scale and interpreted using the descriptive ratings of serious, moderately serious, and least serious.

RESULTS AND DISCUSSION

THE EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG THE INQUIRY-BASED LEARNING AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Table 2 shows the extent of utilization of teaching strategies along Inquiry-Based Learning as perceived by teachers and school heads. The results reveal an overall average weighted mean of 3.14, which is descriptively interpreted as Sometimes. This indicates that Inquiry-Based Learning strategies are moderately utilized by Araling Panlipunan teachers in classroom instruction. Both teachers and school heads have similar perceptions regarding the use of inquiry-based practices, indicating that these strategies are applied in teaching but not yet consistently implemented in everyday classroom activities.

The findings imply that although teachers employ inquiry-oriented strategies such as posing open-ended questions, guiding students in drawing conclusions from evidence, and facilitating class discussions, there is still a need to strengthen the consistent integration of inquiry-based learning in Araling Panlipunan classes. Strengthening the use of investigative and student-centered learning activities may help enhance learners' critical thinking, curiosity, and deeper understanding of social concepts.

Table 2. Extent of Utilization of Teaching Strategies along the Inquiry-Based Learning as Perceived by Teachers and School Heads

Inquiry-Based Learning	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Pose open-ended questions related to the lesson.	3.02	SO	3.12	SO	3.07	SO
2. Allow students to conduct research and investigations.	3.09	SO	3.11	SO	3.10	SO
3. Guide students in drawing conclusions from evidence.	3.11	SO	3.15	SO	3.13	SO
4. Encourage students to create their own questions about topics.	3.26	SO	3.27	SO	3.27	SO
5. Use case studies or problem-solving scenarios.	3.12	SO	3.16	SO	3.14	SO
6. Use historical issues to spark inquiry.	3.12	SO	3.14	SO	3.13	SO
7. Facilitate class discussions driven by student curiosity.	3.15	SO	3.26	SO	3.21	SO
8. Integrate primary sources for student interpretation.	3.03	SO	3.05	SO	3.04	SO
9. Evaluate students based on inquiry processes.	3.32	SO	3.12	SO	3.22	SO
Total	3.14	SO	3.15	SO	3.14	SO

EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG PROJECT-BASED LEARNING AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 3 shows the extent of utilization of teaching strategies along Project-Based Learning as perceived by teachers and school heads. The results indicate an overall average weighted mean of 3.11, which is interpreted as Sometimes. This suggests that Project-Based Learning is moderately utilized by Araling Panlipunan teachers in their classroom instruction. Both teachers and school heads share similar perceptions regarding the implementation of project-based strategies, indicating that such approaches are present in the teaching process but are not yet consistently practiced in all classroom activities.

The findings imply that while teachers incorporate project-based activities such as designing real-world projects, encouraging collaboration, and guiding students through project planning stages, there is still a need to strengthen the regular and systematic integration of project-based learning in Araling Panlipunan instruction. Enhancing the use of meaningful and authentic project tasks may help improve students' engagement, critical thinking, and ability to connect classroom lessons with real-life situations.

Table 3. Extent of Utilization of Teaching Strategies along Project-Based Learning as Perceived by the Teachers and School Heads

Project-Based Learning	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Design real-world projects for students to solve.	3.02	SO	3.09	SO	3.06	SO
2. Allow students to choose project topics.	3.09	SO	3.23	SO	3.16	SO
3. Incorporate interdisciplinary themes in projects.	2.76	SO	3.03	SO	2.90	SO
4. Provide a clear rubric for project assessment.	3.02	SO	3.33	SO	3.18	SO
5. Guide students through project planning stages.	3.14	SO	3.15	SO	3.15	SO
6. Include reflection as part of project output.	3.04	SO	3.06	SO	3.05	SO
7. Encourage collaboration in project work.	3.22	SO	3.21	SO	3.22	SO
8. Integrate community-based issues in projects.	3.3	SO	3.31	SO	3.31	SO
9. Schedule project presentations or exhibits.	3.01	SO	3.05	SO	3.03	SO
Total	3.07	SO	3.16	SO	3.11	SO

EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG COLLABORATIVE LEARNING AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 4 shows the extent of utilization of teaching strategies along Collaborative Learning as perceived by teachers and school heads. The results reveal an overall average weighted mean of 3.17, which is interpreted as Sometimes. This indicates that collaborative learning strategies are moderately utilized by Araling Panlipunan teachers in classroom instruction. Both teachers and school heads have similar perceptions regarding the implementation of collaborative activities, suggesting that group-based learning practices are present but are not consistently applied in all learning situations.

The findings imply that while teachers incorporate collaborative strategies such as assigning roles during group activities, encouraging peer learning, facilitating group discussions, and integrating group presentations, there is still a need to further strengthen the consistent use of collaborative learning approaches. Enhancing structured teamwork and cooperative learning experiences may help develop students' communication skills, teamwork, and active participation in the learning process.

Table 4. Extent of Utilization of Teaching Strategies along Collaborative Learning as Perceived by the Teachers And School Heads

Collaborative Learning	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Assign roles during group activities.	3.32	SO	3.33	SO	3.33	SO
2. Use peer learning or tutoring strategies.	3.24	SO	3.29	SO	3.27	SO
3. Assess students' ability to work in teams.	3.12	SO	3.15	SO	3.14	SO
4. Facilitate group discussions for problem-solving.	3.11	SO	3.05	SO	3.08	SO
5. Require joint outputs from student groups.	3.01	SO	3.09	SO	3.05	SO
6. Manage conflicts and dynamics within groups.	3.15	SO	3.16	SO	3.16	SO
7. Provide group rubrics and reflection tools.	3.13	SO	3.08	SO	3.10	SO
8. Integrate group presentations or peer feedback.	3.19	SO	3.22	SO	3.21	SO
9. Organize cooperative games or simulations.	3.16	SO	3.26	SO	3.21	SO
Total	3.16	SO	3.18	SO	3.17	SO

EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG CONTEXTUALIZED TEACHING AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 5 shows the extent of utilization of teaching strategies along Contextualized Teaching as perceived by teachers and school heads. The results reveal an overall average weighted mean of 3.07, interpreted as Sometimes. This indicates that contextualized teaching strategies are moderately utilized by Araling Panlipunan teachers in their classroom instruction. The perceptions of teachers and school heads are closely aligned, suggesting a common understanding of how contextualized approaches are implemented in the teaching of the subject.

The findings imply that teachers attempt to connect lessons with students' real-life experiences by using local events, integrating indigenous culture, and relating historical concepts to community issues. However, the moderate level of utilization suggests that these practices are not yet consistently integrated in all learning activities. Strengthening contextualized teaching may further enhance students' understanding of social studies concepts by making lessons more meaningful, relevant, and closely connected to their local environment and daily experiences.

Table 5. Extent of Utilization of Teaching Strategies along Contextualized Teaching as Perceived by the Teachers and School Heads

Contextualized Teaching	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Use local events or stories in lessons.	3.26	SO	3.25	SO	3.26	SO
2. Integrate indigenous culture or practices.	3.37	SO	3.39	SO	3.38	SO
3. Provide examples relevant to students' lives.	3.12	SO	3.13	SO	3.13	SO
4. Modify teaching materials to reflect local context.	3.14	SO	3.15	SO	3.15	SO
5. Conduct fieldwork or community visits.	3.09	SO	3.12	SO	3.11	SO
6. Involve parents or local experts in learning.	2.67	SO	2.68	SO	2.68	SO
7. Use the local dialect when needed.	3.01	SO	3.02	SO	3.02	SO
8. Relate historical events to local issues.	2.71	SO	2.74	SO	2.73	SO
9. Encourage students to research their town's history.	3.20	SO	3.18	SO	3.19	SO
Total	3.06	SO	3.07	SO	3.07	SO

EXTENT OF UTILIZATION OF TEACHING STRATEGIES ALONG WITH CONTEXTUALIZED TEACHING AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 6 shows the extent of utilization of teaching strategies along the Integrative Approach as perceived by teachers and school heads. The results reveal an overall average weighted mean of 3.05, interpreted as Sometimes. This indicates that the integrative approach is moderately utilized by Araling Panlipunan teachers in classroom instruction. Both teachers and school heads share nearly identical perceptions regarding the use of integrative teaching strategies, suggesting a common understanding of how interdisciplinary connections are applied in the learning process.

The findings imply that teachers attempt to connect Araling Panlipunan with other subject areas such as Filipino, Mathematics, and Science, and sometimes implement cross-curricular activities and thematic lessons. However, the moderate level of utilization indicates that the integration of different disciplines in teaching is not yet consistently practiced. Strengthening the use of the integrative approach may help learners develop a broader understanding of concepts and recognize the interrelationship among various fields of knowledge, thereby promoting more holistic and meaningful learning experiences.

Table 6. Extent of Utilization of Teaching Strategies along the Integrative Approach as Perceived by the Teachers and School Heads

Integrative Approach	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Connect AP topics with lessons in Filipino, Math, or Science.	3.05	SO	3.06	SO	3.06	SO
2. Conduct thematic or cross-curricular activities.	2.77	SO	2.79	SO	2.78	SO
3. Use real-world problems that span multiple disciplines.	3.01	SO	3.02	SO	3.02	SO
4. Plan collaborative teaching with other subject teachers.	3.03	SO	3.05	SO	3.04	SO
5. Design lessons based on overarching themes	3.39	SO	3.4	SO	3.40	SO
6. Show how geography, economics, and history are interrelated.	3.21	SO	3.22	SO	3.22	O
7. Use interdisciplinary rubrics.	3.08	SO	3.09	SO	3.08	SO
8. Emphasize holistic learning outcomes.	3.23	SO	3.03	SO	3.13	SO
9. Facilitate projects or discussions that integrate multiple fields.	2.71	SO	2.72	SO	2.72	SO
Total	3.05	SO	3.04	SO	3.05	SO

SUMMARY OF THE EXTENT OF UTILIZATION OF TEACHING STRATEGIES AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 7 presents the summary of the extent of utilization of teaching strategies as perceived by teachers and school heads. The results show an overall average weighted mean of 3.11, interpreted as Sometimes. This indicates that the teaching strategies in Araling Panlipunan are moderately utilized in classroom instruction. Both teachers and school heads have closely similar perceptions regarding the use of these strategies, reflecting a shared understanding of how instructional approaches are applied in the teaching-learning process.

The findings imply that while various teaching strategies such as inquiry-based learning, project-based learning, collaborative learning, contextualized teaching, and the integrative approach are practiced in the classroom, their implementation is not yet consistently maximized. This suggests the need for continuous professional support, instructional guidance, and enhancement programs that will help teachers strengthen the consistent and effective use of diverse teaching strategies to improve student engagement and learning outcomes in Araling Panlipunan.

Table 7. Summary of the Extent of Utilization of Teaching Strategies as Perceived by the Teachers And School Heads

Classroom Management Practices	Teachers		School Heads		Overall	
	AWM	DE	AWM	DE	Average Weighted Mean	DE
1. Inquiry-Based Learning	3.14	SO	3.15	SO	3.14	SO
2. Project-Based Learning	3.07	SO	3.16	SO	3.11	SO
3. Collaborative Learning	3.16	SO	3.18	SO	3.17	SO
4. Contextualized Teaching	3.06	SO	3.07	SO	3.07	SO
5. Integrative Approach	3.05	SO	3.04	SO	3.05	SO
Total	3.10	SO	3.12	SO	3.11	SO

DIFFERENCES IN THE EXTENT OF UTILIZATION OF TEACHING STRATEGIES BETWEEN THE ARALING PANLIPUNAN TEACHERS AND SCHOOL HEADS

continuous professional support, instructional guidance, and enhancement programs that will help teachers strengthen the consistent and effective use of diverse teaching strategies to improve student engagement and learning outcomes in Araling Panlipunan.

Table 8. Significant Differences in the Extent of Utilization of Teaching Strategies between the Teachers and School Heads

Classroom Management Practices	Teachers		School Heads	
	Weighted Mean	DE	Weighted Mean	DE
1. Inquiry-Based Learning	3.14	SO	3.15	SO
2. Project-Based Learning	3.07	SO	3.16	SO
3. Collaborative Learning	3.16	SO	3.18	SO
4. Contextualized Teaching	3.06	SO	3.07	SO
5. Integrative Approach	3.05	SO	3.04	SO
Total	3.10	SO	3.12	SO

Computed t-value: 0.2086@ df 4

Alpha: @ 0.05 level of significance

Critical Value: 2.1276 , df 4

Decision: accept the null hypothesis

Interpretation: No significant difference

EXTENT OF SERIOUSNESS OF PROBLEMS ENCOUNTERED BY TEACHERS

Table 9 presents the degree of seriousness of problems encountered by teachers in the utilization of teaching strategies in Araling Panlipunan. The results reveal an overall average weighted mean of 1.96, interpreted as Moderately Serious. This indicates that teachers experience certain challenges in implementing various teaching strategies, although these difficulties are not considered extremely severe. Among the indicators, limited access to technology or resources needed for implementation ranked first, followed by resistance to change from traditional to modern teaching methods and limited time to implement student-centered activities.

The findings imply that while teachers attempt to apply different teaching strategies in the classroom, several factors affect their effective implementation. These include resource limitations, time constraints,

and adjustment to innovative teaching practices. Addressing these concerns through improved resource provision, continuous professional development, and administrative support may help teachers strengthen the utilization of diverse teaching strategies and enhance the overall quality of instruction in Araling Panlipunan.

Table 9. Degree of Seriousness of Problems Encountered

Indicators	Teachers		Rank
	Mean	DE	
1. Lack of instructional materials aligned with the approaches.	2.33	MS	4
2. Limited time to implement student-centered activities.	2.35	S	3
3. Insufficient training or professional development on modern teaching approaches.	2.30	MS	5
4. Large class size that hinders active student engagement.	2.19	MS	7
5. Lack of support from school administration.	2.29	MS	6
6. Limited access to technology or resources needed for implementation.	2.40	S	1
7. Students' lack of readiness or skills for self-directed learning.	2.00	MS	8
8. Difficulty in designing performance-based assessments.	1.71	MS	10
9. Difficulty in integrating teaching strategies into the existing curriculum.	1.98	MS	9
10. Resistance to change from traditional to modern teaching methods.	2.38	S	2
Total	1.96	MS	

Conclusion

Based on the findings of the study, it can be concluded that both teachers and school heads agreed that the utilization of teaching strategies in Araling Panlipunan is sometimes practiced, indicating a moderate level of implementation in classroom instruction. This suggests that while these strategies are being applied, they are not yet consistently or fully integrated into daily teaching practices. The results also revealed that teachers and school heads share similar perceptions regarding the extent of utilization of these teaching strategies, reflecting a common understanding of how such approaches are implemented in the classroom. Furthermore, the problems encountered by teachers moderately affect the utilization of these strategies, indicating that certain challenges may hinder their effective application. In response to these findings, an action plan was developed to enhance and strengthen the utilization of teaching strategies among Araling Panlipunan teachers.

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