Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

Project-Based Learning and the Attainment of Social Science Competencies Among Senior High School Learners

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Publication Date: July 6, 2026 DOI: **10.5281/zenodo.21213496**

Abstract

The Philippine educational landscape increasingly emphasizes competency-based instruction fostering critical thinking, civic engagement, collaboration, and real-world application. Despite RA 10533 and DepEd reforms, Senior High School learners in Social Science continue to underperform, revealing a persistent gap between curriculum expectations and classroom outcomes. Project-Based Learning (PBL) offers a promising strategy to bridge this gap by engaging learners in inquiry-based, experiential, and learner-centered activities.

This study examined the utilization of PBL and its relationship to the attainment of Social Science competencies among Senior High School learners in the Schools Division Office of Batangas City during the 2025–2026 academic year. Grounded in constructivist and experiential learning theories, it investigated teachers' awareness of PBL principles, curriculum integration, instructional design, and assessment methods, alongside learner competency attainment in conceptual understanding, critical thinking, civic engagement, real-world application, and collaboration.

A quantitative descriptive-correlational design involved 101 Social Science teachers from ten public school districts using stratified random sampling. Data were collected via a validated researcher-made questionnaire with excellent reliability and analyzed using weighted mean, composite mean, standard deviation, ranking, and Pearson correlation, ensuring methodological rigor.

Findings revealed high to moderate teacher awareness of PBL, particularly in learner-centered instruction, facilitation, and curriculum alignment, with challenges in instructional design, integration, and assessment. Learners attained moderate competency levels across all domains. Positive correlations confirmed that greater teacher awareness significantly enhances learner outcomes. Implementation challenges included limited instructional time, insufficient training, large class sizes, and resource constraints.

Based on these results, structured, contextualized PBL activities and instructional guides were developed to strengthen competency-based Social Science instruction. The study concludes that teacher preparedness and pedagogical competence critically influence PBL effectiveness, enabling learners to achieve higher-order competencies and meaningful application of Social Science knowledge, offering practical guidance for educators, curriculum developers, and policymakers.

Keywords: *Project-Based Learning, Social Science Competencies, Senior High School, Teacher Awareness, Social Studies Education*

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
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INTRODUCTION

Contemporary education has undergone a substantial transition from traditional teacher-centered instruction toward learner-centered pedagogical approaches that prioritize critical thinking, collaboration, creativity, and authentic problem-solving. This educational transformation is strongly reflected in the Philippine basic education system through Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, which institutionalized the K to 12 curriculum and emphasized the development of globally competitive and functionally literate learners. The law advocates instructional practices that promote meaningful learning experiences, higher-order thinking skills, and real-world application of knowledge. Similarly, the Department of Education reinforced these principles through DepEd Order No. 35, s. 2016 and DepEd Order No. 42, s. 2017, which emphasized learner-centered pedagogies, authentic assessment, and reflective teaching practices as essential dimensions of effective instruction.

Within the field of Social Science education, these reforms necessitate a shift from rote memorization toward inquiry-based and experiential learning. Social Science subjects are expected to cultivate not only conceptual understanding but also civic consciousness, analytical reasoning, social responsibility, and participatory citizenship. Consequently, instructional approaches must allow learners to investigate authentic societal issues, evaluate multiple perspectives, and apply theoretical concepts to actual social realities. Among the pedagogical models aligned with these objectives, Project-Based Learning (PBL) has emerged as one of the most relevant and transformative instructional approaches.

Project-Based Learning is grounded in Constructivist Theory (Piaget), Social Development Theory (Vygotsky), and Experiential Learning Theory (Kolb), which collectively emphasize that learning occurs through active knowledge construction, social interaction, reflection, and authentic engagement. In addition, the 2C-2I-1R Framework further strengthens this perspective by highlighting the essential processes of communication, collaboration, integration, inquiry, and reflection in meaningful learning experiences. Through sustained inquiry and collaborative investigation, learners are encouraged to solve meaningful problems and generate outputs connected to real-life contexts. In Social Science instruction, PBL provides opportunities for students to engage in historical inquiry, community investigation, civic simulation, policy analysis, and collaborative dialogue, thereby strengthening both academic and social competencies.

Despite the recognized benefits of PBL, the implementation of learner-centered instruction within Philippine public schools continues to encounter significant barriers. Existing classroom practices in many secondary schools remain dominated by lecture-based instruction and conventional assessment methods, limiting opportunities for inquiry and authentic engagement. This concern becomes more evident in the Schools Division Office of Batangas City, where National Achievement Test results in Social Science have reflected relatively low levels of mastery among learners. The performance trends suggest that many students continue to struggle

in developing deeper conceptual understanding, critical analysis, and practical application of Social Science knowledge.

Existing literature strongly supports the positive impact of PBL on student engagement and competency development. Studies by Kilag et al. (2023), Thomas (2021), Ebora and Marasigan (2025), and Malingin and Ocampo (2024) emphasized that project-based instruction enhances critical thinking, collaboration, civic participation, and contextualized learning. Similarly, Banzon and Lim (2025) highlighted the importance of instructional design and backward planning in maintaining academic rigor in PBL environments. De Leon (2021) further explained that teachers who possess a strong understanding of experiential learning principles are more capable of implementing meaningful project-based instruction. Quinto and Rivera (2022) also stressed that authentic assessment practices embedded in PBL create opportunities for learners to demonstrate deeper conceptual understanding and collaborative problem-solving skills. However, several studies also identified persistent implementation concerns, including limited teacher preparation, insufficient assessment literacy, time constraints, inadequate institutional support, classroom management challenges, and large class sizes.

A notable gap in the literature lies in the limited number of localized studies examining the direct relationship between teachers' awareness of Project-Based Learning and learners' attainment of Social Science competencies within the public Senior High School setting. While previous studies separately explored teacher readiness or student outcomes, few investigations comprehensively examined how teacher pedagogical awareness influences competency attainment across multiple Social Science domains. Furthermore, there remains a scarcity of contextualized instructional guides and practical project templates specifically designed for Social Science classrooms in the Philippine setting.

This study therefore sought to examine the utilization of Project-Based Learning and its relationship to the attainment of Social Science competencies among Senior High School learners in the Schools Division Office of Batangas City. Specifically, the research investigated teachers' awareness of PBL principles, curriculum integration, instructional design, and assessment methods, as well as learners' attainment of competencies in conceptual understanding, critical thinking, civic engagement, real-world application, and collaboration. The study also identified the challenges encountered by teachers in implementing PBL and aimed to develop contextualized project-based instructional activities intended to strengthen Social Science instruction.

Ultimately, this research contributes to the growing body of knowledge on learner-centered instruction by providing empirical evidence regarding the role of teacher awareness in promoting competency-based learning. The findings may assist curriculum planners, educational leaders, Social Science teachers, and policymakers in strengthening instructional practices that support meaningful, inquiry-driven, and transformative Social Science education.

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Research Questions

Specifically, the study sought to answer the following questions:

1. What is the extent of awareness of the teachers regarding the Project-Based Learning as assessed by themselves relative to:
    1.1. PBL principles and pedagogy;
    1.2. curriculum integration;
    1.3. instructional design for PBL; and
    1.4. assessment methods?
2. What is the learners' level of attainment of Social Science competencies as assessed by the respondents in terms of;
    2.1 conceptual understanding of social phenomena;
    2.2 critical and analytical thinking in social responsibility;
    2.3 civic engagement and democratic participation;
    2.4 application of knowledge in real-world contexts; and
    2.5 collaboration and communication in social projects?
3. Is there a significant relationship between the assessments of teachers' extent of awareness and the learners' level of attainment of Social Science competencies?
4. What are the challenges encountered by teachers in the utilization of Project-Based Learning?
5. Based on the results of the study, what Project-Based Learning activities may be proposed?

METHODOLOGY

Research Design

This study utilized a quantitative descriptive-correlational research design to examine the extent of awareness of Social Science teachers regarding Project-Based Learning and its relationship to the attainment of Social Science competencies among Senior High School learners. The descriptive component was employed to determine the levels of teacher awareness and learner competency attainment, while the correlational component assessed the significant relationship between these variables.

Participants of the Study

The respondents of the study consisted of 101 Senior High School Social Science teachers from selected public secondary schools in the Schools Division Office of Batangas City. Using stratified random sampling, the participants were chosen to ensure proper representation from various districts and schools offering Social Science subjects. The teacher-respondents were selected due to their direct involvement in implementing instructional strategies and assessing learner competencies, making them reliable sources of information regarding the utilization of Project-Based Learning and its influence on the attainment of Social Science competencies among learners.

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Research Instrument

The study utilized a validated researcher-made questionnaire composed of three parts: teachers' awareness of Project-Based Learning, learners' attainment of Social Science competencies, and challenges encountered in PBL implementation. The instrument underwent expert validation and reliability testing using Cronbach's Alpha, yielding excellent reliability coefficients ranging from 0.897 to 0.972 with an overall coefficient of 0.95, indicating high internal consistency. A four-point Likert scale was used to measure respondents' perceptions and assessments.

Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Schools Division Superintendent, district supervisors, and school principals of SDO Batangas City. The questionnaires were distributed through Google Forms, and respondents were informed about the study's purpose, confidentiality, voluntary participation, and informed consent. Retrieved data were subsequently organized, encoded, verified, and prepared for statistical analysis.

Ethical Considerations

The study strictly observed ethical standards in educational research by ensuring voluntary participation, confidentiality of responses, and the protection of respondents' identities. Participants were informed of their right to decline or withdraw from the study at any stage without penalty. The research also complied with the provisions of the Data Privacy Act of 2012 to safeguard participants' personal information and privacy.

Statistical Treatment of Data

The collected data were analyzed using descriptive and inferential statistics. Weighted mean, standard deviation, and ranking were used to determine teachers' awareness and learners' competency attainment, while Pearson r correlation analysis was employed to identify the significant relationship between Project-Based Learning awareness and learners' competencies at a 0.05 level of significance.

RESULTS

1. **Extent of Awareness of the Respondents in the Utilization of Project-Based Learning**

1.1. Understanding of PBL Principles and Pedagogy

Table 2 presents the extent of awareness of the respondents regarding the utilization of Project-Based Learning (PBL) in terms of understanding its principles and pedagogy.

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The data reveals a high extent of awareness, as reflected in a composite mean of 3.54 (SD = 0.66), interpreted as "Highly Aware." This indicates that teachers possess a strong foundational understanding of the conceptual and theoretical bases of PBL. Such awareness suggests readiness to adopt student-centered instructional approaches within the Social Science curriculum.

A closer examination of the indicators shows that respondents demonstrate the highest awareness in relation to the intended outcomes of PBL. The top-rated indicator highlights awareness of how PBL fosters critical thinking and collaboration (WM = 3.64, SD = 0.63), followed by learner-centered instruction (WM = 3.61, SD = 0.63) and the teacher's role as a facilitator (WM = 3.58, SD = 0.64), all interpreted as "Highly Aware." These findings indicate that teachers clearly recognize the shift from traditional teaching to active, student-centered learning. This aligns with Kilag et al. (2023), who emphasized that PBL promotes higher-order thinking and collaborative skills.

Table 2
Extent of Awareness of the Respondents regarding the Use of Project-Based Learning relative to Understanding of PBL Principles and Pedagogy

Understanding of PBL Principles and Pedagogy	**WM**	**SD**	**VI**
1. I understand the core concepts of Project-Based Learning (PBL).	3.48	0.67	MA
2. I know how PBL differs from traditional teaching methods.	3.54	0.64	HA
3. I am aware of the stages involved in implementing PBL.	3.35	0.77	MA
4. I understand the teacher's role as a facilitator in PBL.	3.58	0.64	HA
5. I recognize the importance of learner-centered instruction in PBL.	3.61	0.63	HA
6. I understand how PBL promotes critical thinking and collaboration.	3.64	0.63	HA
7. I am familiar with how PBL enhances real-world problem solving.	3.57	0.64	HA
8. I know how PBL aligns with 21st-century learning skills.	3.53	0.66	HA
9. I understand how driving questions are used to guide learning in PBL.	3.52	0.69	HA
10. I am aware of how reflection and feedback are embedded throughout the PBL process.	3.54	0.67	HA
Composite Mean with Standard Deviation	**3.54**	**0.66**	**HA**

Legend: Highly Aware (HA)- 3.50-4.00*; Moderately Aware (MA)*- 2.50-3.49*; Slightly Aware (SA)*- 1.50-2.49*; Least Aware (LA)*- 1.00-1.49

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Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
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However, the lower-ranked indicators point to areas that require further development. Teachers showed comparatively lower awareness in the stages of PBL implementation (WM = 3.35, SD = 0.77) and procedural aspects (WM = 3.48, SD = 0.67), both interpreted as "Moderately Aware." This suggests that while teachers understand the purpose of PBL, they may encounter challenges in organizing and managing its processes. These findings indicate a need to strengthen knowledge of the technical aspects of implementation.

Overall, the results indicate that teachers possess strong awareness of PBL principles but require further support in applying these concepts in practice. Professional development initiatives should focus on enhancing skills in project planning, sequencing, and facilitation. Emphasis on hands-on training can help bridge the gap between theory and implementation. Strengthening these competencies will enable teachers to translate awareness into meaningful classroom practice.

1.2. Familiarity with Curriculum Integration

Table 3 shows the extent of awareness of the respondents in the utilization of Project-Based learning relative to familiarity with curriculum integration.

Table 3
Extent of Awareness of the Respondents regarding the Use of Project-Based Learning relative to Familiarity with Curriculum Integration

Familiarity with Curriculum Integration	WM	SD	VI
1. I can align PBL activities with curriculum standards.	3.37	0.64	MA
2. I am aware of how to integrate PBL in Social Science lessons.	3.45	0.67	MA
3. I can connect PBL topics to multiple learning areas.	3.34	0.68	MA
4. I understand how PBL supports the achievement of learning competencies.	3.44	0.68	MA
5. I am familiar with using PBL to meet curriculum objectives.	3.39	0.66	MA
6. I can plan PBL tasks linked to key Social Science concepts.	3.39	0.68	MA
7. I know how to integrate cross-disciplinary themes in PBL.	3.32	0.72	MA
8. I am aware of DepEd guidelines that support PBL integration.	3.30	0.73	MA
9. I can integrate PBL activities with DepEd-prescribed learning competencies and performance standards.	3.35	0.67	MA
10. I understand how PBL can be used to contextualize Social Science lessons based on learners' local realities.	3.37	0.67	MA
Composite Mean with Standard Deviation	**3.37**	**0.68**	**MA**

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Legend: Highly Aware (HA)- 3.50-4.00*; Moderately Aware (MA)*- 2.50-3.49*;*
Slightly Aware (SA)- 1.50-2.49*; Least Aware (LA)*- 1.00-1.49

A closer analysis of the indicators shows that teachers are most confident in applying PBL within their subject area and aligning it with learning competencies. The highest-rated indicator reflects awareness of integrating PBL into Social Science lessons (WM = 3.45, SD = 0.67), followed by understanding its role in achieving learning competencies (WM = 3.44, SD = 0.68). Similarly, planning tasks linked to key concepts and meeting curriculum objectives both yielded a mean of 3.39 (SD = 0.66). These findings suggest that teachers are more comfortable implementing PBL within the scope of their discipline and prescribed learning standards.

On the other hand, the lower-ranked indicators highlight challenges in broader and more complex aspects of integration. Teachers showed less awareness of DepEd guidelines supporting PBL integration (WM = 3.30, SD = 0.73), as well as in integrating cross-disciplinary themes (WM = 3.32, SD = 0.72) and connecting PBL topics across multiple subject areas (WM = 3.34, SD = 0.68). These findings suggest difficulty in navigating policy frameworks and implementing interdisciplinary approaches. This indicates that curriculum integration is not yet fully maximized in practice.

Overall, the findings indicate that teachers demonstrate a functional but developing extent of awareness in curriculum integration within PBL. While they are confident in aligning projects with subject-specific competencies, challenges remain in implementing interdisciplinary and policy-driven approaches. This suggests that PBL practices are still largely discipline-based rather than fully embedded across the curriculum. Strengthening teachers' capacity in these areas will support more comprehensive and effective implementation.

1.3. Knowledge of Instructional Design for PBL

Table 4 shows the extent of awareness of the respondents in the utilization of Project-Based learning relative to knowledge of instructional design for PBL.

Table 4
Extent of Awareness of the Respondents regarding the Use of Project-Based Learning relative to Knowledge of Instructional Design for PBL

Knowledge of Instructional Design for PBL	WM	SD	VI
1. I can design effective PBL lesson plans.	3.20	0.68	MA
2. I know how to structure PBL activities from start to finish.	3.25	0.71	MA
3. I can identify suitable topics for PBL in Social Science.	3.33	0.66	MA
4. I am aware of strategies for managing group projects.	3.39	0.69	MA
5. I know how to provide scaffolding and guidance during PBL tasks.	3.35	0.68	MA

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6. I can select resources and materials appropriate for PBL.	3.41	0.70	MA
7. I understand how to incorporate inquiry and research in PBL.	3.35	0.68	MA
8. I am aware of ways to handle time and logistics in PBL implementation.	3.29	0.70	MA
9. I know how to sequence learning tasks effectively within a PBL framework.	3.31	0.70	MA
10. I am aware of strategies for differentiating PBL activities based on learners' abilities.	3.37	0.72	MA
Composite Mean with Standard Deviation	**3.32**	**0.69**	**MA**

Legend: Highly Aware (HA)- 3.50-4.00*; Moderately Aware (MA)*- 2.50-3.49*; Slightly Aware (SA)*- 1.50-2.49*; Least Aware (LA)*- 1.00-1.49

The data indicates a moderate extent of awareness, as reflected in a composite mean of 3.32 (SD = 0.69), interpreted as "Moderately Aware." This suggests that while teachers possess a general understanding of how to design PBL instruction, their competence has not yet reached a level of consistency or advanced mastery. These results imply that although teachers can engage with the model, further development in systematic instructional design is still necessary.

A closer analysis of the indicators shows that teachers feel most confident in the practical aspects of implementation. The highest rated indicators include the ability to select appropriate resources and materials (WM = 3.41, SD = 0.70), manage group projects (WM = 3.39, SD = 0.69), and differentiate activities based on learner abilities (WM = 3.37, SD = 0.72). These findings indicate that educators are more comfortable handling the logistical and facilitative aspects of the classroom. Their strengths lie in supporting collaborative work and addressing diverse learner needs during the project phase.

On the other hand, the lowest ranked indicators point to challenges in the technical aspects of design. Teachers showed lower awareness in designing PBL lesson plans (WM = 3.20, SD = 0.68), structuring activities from beginning to end (WM = 3.25, SD = 0.71), and managing time and logistics (WM = 3.29, SD = 0.70). These findings suggest that teachers may encounter difficulties in organizing and sequencing project-based instruction over an extended period. The results indicate a specific gap in systematic planning and long-term project management.

In summary, the findings show that teachers demonstrate adequate awareness in facilitating Project-Based Learning but have limited competence in designing and structuring it systematically. While they are capable of managing classroom activities, challenges remain in planning, sequencing, and sustaining instruction.

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1.4. Assessment Methods

Table 5
Extent of Awareness of the Respondents regarding the Use of Project-Based Learning relative to Assessment Methods

Awareness of Assessment Methods	WM	SD	VI
1. I know how to assess both the process and product in PBL.	3.34	0.74	MA
2. I am familiar with rubrics used for evaluating PBL outputs.	3.33	0.76	MA
3. I can provide formative feedback during project development.	3.40	0.71	MA
4. I understand how to assess collaboration and participation.	3.45	0.67	MA
5. I am aware of authentic assessment tools suited for PBL.	3.37	0.69	MA
6. I can evaluate learners' problem-solving and critical-thinking skills.	3.37	0.73	MA
7. I know how to assess individual contributions in group projects.	3.45	0.67	MA
8. I understand how reflection activities can be used in PBL assessment.	3.43	0.68	MA
9. I know how to use self-assessment and peer assessment in evaluating PBL outputs.	3.44	0.68	MA
10. I am aware of how to align assessment criteria with intended learning outcomes in PBL.	3.47	0.69	MA
Composite Mean with Standard Deviation	**3.40**	**0.70**	**MA**

Legend: Highly Aware (HA)- 3.50-4.00*; Moderately Aware (MA)*- 2.50-3.49*; Slightly Aware (SA)*- 1.50-2.49*; Least Aware (LA)*- 1.00-1.49

Table 5 shows the extent of awareness of the respondents in the utilization of Project-Based learning relative to assessment methods.

On the whole, the data indicates that respondents demonstrate a high extent of awareness in assessment methods for Project-Based Learning, as reflected by a composite mean of 3.40 (SD = 0.70), interpreted as "Moderately Aware." This suggests that teachers generally understand the range of evaluative approaches needed to measure student performance in a project-based environment. Their awareness reflects familiarity with both traditional and alternative assessment practices suited to PBL. This level of understanding indicates readiness to assess learning beyond conventional testing methods

A closer examination of the indicators reveals that teachers are most confident in aligning assessment with learning goals and evaluating group dynamics. The highest-rated indicator is the alignment of assessment criteria with intended learning outcomes (WM = 3.47, SD = 0.69),

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followed by assessing collaboration and participation, as well as evaluating individual contributions within group tasks (WM = 3.45, SD = 0.67). These findings indicate that teachers place strong emphasis on ensuring that assessment reflects both achievement of competencies and fairness in group work. This demonstrates their awareness of the importance of accountability and alignment in PBL assessment.

However, the lower-ranked indicators point to challenges in the technical aspects of assessment design. Teachers showed less familiarity with the use of rubrics for evaluating PBL outputs (WM = 3.33, SD = 0.76), assessing both the process and the product (WM = 3.34, SD = 0.74), and utilizing authentic assessment tools (WM = 3.37, SD = 0.69). These findings suggest that while teachers understand the purpose of assessment, they encounter difficulties in developing structured and comprehensive evaluation tools. This reflects a limitation in translating assessment principles into practical application.

Overall, the results indicate that while teachers demonstrate solid awareness of assessment principles in Project-Based Learning, their competence in designing and applying assessment tools remains limited. They are able to align assessment with learning outcomes and monitor collaboration effectively, but challenges persist in evaluating the full scope of student learning.

2. Learners Level of Attainment of Social Science Competencies as Assessed by the Respondents

2.1. Conceptual Understanding of Social Phenomena

Table 6 shows the level of attainment of Social Science Competencies as assessed by teacher respondents in terms of conceptual understanding of social phenomena.

On the whole, the data indicates that learners have achieved a moderate level of attainment of Social Science Competencies in this domain, as reflected in a composite mean of 3.22 (SD = 0.72), interpreted as “Moderately Attained.” This suggests that learners possess a strong understanding of fundamental Social Science concepts, theories, and social structures. Their performance reflects the ability to grasp essential ideas that explain human behavior and societal dynamics. This level of attainment of competencies indicates that foundational learning outcomes are being effectively attained.

Table 6
Learners Level of Attainment of Social Science Competencies as Assessed by Teacher Respondents in terms of Conceptual Understanding of Social Phenomena

Indicator	WM	SD	VI
1. The learner understands key concepts in culture, society, and politics.	3.24	0.67	MA
2. The learner explains how social institutions affect human behavior.	3.21	0.70	MA
3. The learner distinguishes major social theories and their applications.	3.07	0.71	MA

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4. The learner relates historical events to current social conditions.	3.19	0.73	MA
5. The learner interprets social issues from multiple perspectives.	3.21	0.73	MA
6. The learner understands globalization and its effects on society.	3.29	0.71	MA
7. The learner recognizes how norms and values shape human actions.	3.32	0.66	MA
8. The learner connects social science concepts to real-world issues.	3.34	0.71	MA
9. The learner demonstrates understanding of social change and continuity in society.	3.28	0.74	MA
10. The learner explains how culture influences individual and collective behavior.	3.29	0.75	MA
Composite Mean with Standard Deviation	**3.24**	**0.71**	**MA**

Legend: Highly Attained (HA)- 3.50-4.00*; Moderately Attained (MA)*- 2.50-3.49*; Slightly Attained (SA)*- 1.50-2.49*; Least Aware (VL)*- 1.00-1.49.

A closer analysis of the indicators shows that learners perform best in applying concepts to real-life contexts. The highest-rated indicator is the ability to identify the relevance of Social Science concepts to daily life (WM = 3.32, SD = 0.74), followed by explaining how culture influences behavior (WM = 3.29, SD = 0.75) and understanding social change and continuity (WM = 3.28, SD = 0.74). These findings suggest that learners are more proficient when concepts are observable and connected to their lived experiences. This indicates strength in contextual and experiential understanding.

On the other hand, the lower-ranked indicators reveal areas that require further development. Learners showed less competency in distinguishing major social theories and their applications (WM = 3.07, SD = 0.71) and relating historical events to current social conditions (WM = 3.19, SD = 0.73). Although still interpreted as "High," these results indicate relative difficulty in handling more abstract and analytical tasks. This suggests that deeper conceptual processing is less developed compared to practical application.

Overall, the findings indicate that learners demonstrate strong competency in understanding and applying Social Science concepts in real-life contexts. However, their ability to engage in deeper theoretical analysis and historical interpretation remains comparatively less developed.

2.2. **Critical and Analytical Thinking in Social Inquiry**

Table 7 shows the learners level of attainment of Social Science Competencies as assessed by teacher respondents in terms of critical and analytical thinking in social inquiry.

The results indicate that learners have achieved a high level of attainment of Social Science competencies in this domain, as evidenced by a composite mean of 3.14 (SD = 0.75),

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interpreted as "Moderately Attained." This statistical finding suggests that learners are generally capable of employing evaluative skills and logical questioning when engaging with complex social issues.

The results indicate that learners achieved a moderate level of attainment of Social Science Competencies in this domain, as evidenced by a composite mean of 3.14 (SD = 0.75), interpreted as "Moderately Attained." This suggests that students are generally capable of applying evaluative skills and logical questioning when engaging with complex social issues. Their performance reflects an ability to move beyond surface-level understanding toward more investigative and inquiry-based thinking. This indicates that the instructional environment supports the development of critical thinking skills in Social Science.

Table 7
Learners Level of Attainment of Social Science Competencies as Assessed by Teacher Respondents in terms of Critical and Analytical Thinking in Social Inquiry

Indicator	WM	SD	VI
1. The learner analyzes social issues using logical reasoning.	3.04	0.76	MA
2. The learner differentiates facts from opinions in discussions.	3.25	0.68	MA
3. The learner evaluates information from various credible sources.	3.11	0.80	MA
4. The learner identifies bias and assumptions in social arguments.	3.13	0.77	MA
5. The learner forms evidence-based conclusions on social topics.	3.09	0.72	MA
6. The learner reflects critically on causes and effects of social problems.	3.17	0.76	MA
7. The learner develops well-reasoned positions on current issues.	3.16	0.73	MA
8. The learner synthesizes data from different disciplines in analysis.	3.09	0.72	MA
9. The learner formulates relevant questions for social investigation.	3.17	0.76	MA
10. The learner justifies viewpoints using evidence from social science concepts.	3.18	0.74	MA
Composite Mean with Standard Deviation	**3.14**	**0.75**	**MA**

Legend: Highly Attained (HA)- 3.50-4.00*; Moderately Attained (MA)*- 2.50-3.49*; Slightly Attained (SA)*- 1.50-2.49*; Least Aware (VL)*- 1.00-1.49.

A closer examination of the indicators shows that learners demonstrate the strongest performance in foundational analytical skills. The highest-rated skill is the ability to differentiate facts from opinions (WM = 3.25, SD = 0.68), followed by the ability to justify viewpoints using evidence (WM = 3.18, SD = 0.74). In addition, learners showed competence in formulating investigation questions and reflecting on the causes of social problems (both WM = 3.17). These findings suggest that students are capable of identifying reliable information and using it to support reasoned arguments.

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However, the lower-ranked indicators point to challenges in higher-order analytical processes. Learners showed comparatively lower competency in applying formal logical reasoning (WM = 3.04), as well as in forming evidence-based conclusions and synthesizing information across disciplines (both WM = 3.09). Although still within the "High" range, these results indicate relative difficulty in integrating multiple ideas into coherent conclusions. This suggests that advanced reasoning skills are less developed than foundational inquiry skills.

Overall, the findings indicate that learners are proficient in foundational inquiry skills but require further development in higher-order analytical thinking. While they can effectively gather and evaluate information, challenges remain in synthesizing ideas and forming complex conclusions.

2.3. Civic Engagement and Democratic Participation

Table 8
Learners Level of Attainment of Social Science Competencies as Assessed by Teacher Respondents in terms of Civic Engagement and Democratic Participation

Indicator	WM	SD	VI
1. The learner understands rights and duties as a Filipino citizen.	3.40	0.65	MA
2. The learner participates actively in civic-oriented activities.	3.18	0.73	MA
3. The learner upholds democratic values such as equality and freedom.	3.38	0.63	MA
4. The learner recognizes the roles of government in society.	3.34	0.65	MA
5. The learner promotes social justice and respect for human rights.	3.34	0.68	MA
6. The learner values participation in decision-making processes.	3.31	0.64	MA
7. The learner engages in community or school-based civic projects.	3.34	0.72	MA
8. The learner shows appreciation for ethical and responsible leadership.	3.37	0.66	MA
9. The learner demonstrates awareness of current local and national social issues.	3.33	0.68	MA
10. The learner shows responsibility in participating in school or community initiatives.	3.40	0.66	MA
Composite Mean with Standard Deviation	**3.34**	**0.67**	**MA**

Legend: Highly Attained (HA)- 3.50-4.00*; Moderately Attained (MA)*- 2.50-3.49*; Slightly Attained (SA)*- 1.50-2.49*; Least Aware (VL)*- 1.00-1.49.

Table 8 shows the learners level of attainment of Social Science Competencies as assessed by teacher respondents in terms of civic engagement and democratic participation.

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Overall, the data indicates that learners have achieved a moderate level of attainment of Social Science Competencies in this domain, as evidenced by a composite mean of 3.34 (SD = 0.67), interpreted as "Moderately Attained." This suggests that learners possess a strong awareness of their roles and responsibilities within a democratic society. Their performance reflects an understanding of civic values essential for participation in community and national life. This level of attainment of Social Science Competencies indicates that learners have internalized key principles of responsible citizenship.

An analysis of the indicators shows that learners demonstrate the highest competency in understanding personal responsibility and civic duties. The top-ranked indicators include understanding one's rights and duties as a Filipino citizen (WM = 3.40, SD = 0.65) and demonstrating responsibility in school or community initiatives (WM = 3.40, SD = 0.66), followed by upholding democratic values (WM = 3.38, SD = 0.63). These findings suggest that learners are well grounded in the ethical foundations of citizenship. This reflects a strong orientation toward responsible and Value-driven participation.

However, the lower-ranked indicators reveal areas that require further attention. Learners showed relatively lower competency in active participation in civic-oriented activities (WM = 3.18, SD = 0.73), valuing involvement in decision-making processes (WM = 3.31), and maintaining awareness of current social issues (WM = 3.33). Although still within the "High" range, these results suggest that actual engagement is less consistent than conceptual understanding. This indicates a gap between awareness and sustained participation.

Overall, the findings indicate that learners possess a strong understanding of civic values and democratic principles. However, their participation in real-world civic activities remains less consistent.

2.4. Application of Knowledge in Real-World Contexts

Table 9 shows the learners level of attainment of Social Science competencies as assessed by teacher respondents in terms of the application of knowledge in a real-world context.

The data indicates that learners achieved a moderate level of attainment of Social Science Competencies in this domain, as reflected in a composite mean of 3.24 (SD = 0.69), interpreted as "Moderately Attained." This suggests that learners are generally capable of applying Social Science concepts to real-life situations. Their performance reflects the ability to connect theoretical knowledge with practical experiences in their immediate environment. This indicates that instruction supports meaningful and contextualized learning.

A closer examination of the indicators shows that learners perform best in communication and practical application. The highest-rated indicators include the ability to apply Social Science concepts to real-life problems (WM = 3.32, SD = 0.66) and effectively communicate insights about real issues (WM = 3.32, SD = 0.71). These are followed by the use of classroom learning to address community concerns and participation in social awareness activities (both WM = 3.31). These findings suggest that learners are able to articulate the relevance of their learning and actively relate it to their surroundings.

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Table 9
Learners Level of Attainment of Social Science Competencies as Assessed by Teacher Respondents in terms of the Application of Knowledge in a Real-World Context

Indicator	WM	SD	VI
1. The learner applies social science concepts to real-life problems.	3.32	0.66	MA
2. The learner uses classroom learning to address community concerns.	3.31	0.66	MA
3. The learner relates social theories to personal experiences.	3.21	0.70	MA
4. The learner applies inquiry skills in solving social issues.	3.15	0.71	MA
5. The learner uses research results in proposing solutions.	3.16	0.69	MA
6. The learner demonstrates creativity in presenting social ideas.	3.26	0.67	MA
7. The learner participates in activities promoting social awareness.	3.31	0.70	MA
8. The learner communicates insights about real issues effectively.	3.32	0.71	MA
9. The learner proposes practical solutions to identified social problems.	3.20	0.71	MA
10. The learner applies social science knowledge in decision-making situations.	3.20	0.71	MA
Composite Mean with Standard Deviation	3.24	0.69	**MA**

Legend: Highly Attained (HA)- 3.50-4.00*; Moderately Attained (MA)*- 2.50-3.49*; Slightly Attained (SA)*- 1.50-2.49*; Least Aware (VL)*- 1.00-1.49.

However, the lower-ranked indicators reveal challenges in more technical aspects of application. Learners showed relatively lower competency in applying inquiry skills to solve social issues (WM = 3.15, SD = 0.71) and using research findings to propose solutions (WM = 3.16, SD = 0.69). Although still within the "High" range, these results suggest difficulty in executing structured problem-solving processes. This indicates a gap between identifying issues and developing evidence-based solutions.

Overall, the findings indicate that learners demonstrate strong competency in applying Social Science knowledge and communicating insights in real-life contexts. However, their ability to use systematic inquiry and research-based methods in solving social problems remains less developed.

2.5. Collaboration and Communication in Social Projects

Table 10 shows the learners level of attainment of Social Science Competencies assessed by teacher respondents in terms of collaboration and communication in social projects.

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Table 10
Learners Level of Attainment of Social Science Competencies as Assessed by Teacher Respondents in terms of Collaboration and Communication in Social Projects

Indicator	WM	SD	VI
1. The learner works well with peers in group activities.	3.42	0.65	MA
2. The learner listens and respects diverse opinions.	3.39	0.60	MA
3. The learner contributes actively to group planning and tasks.	3.33	0.65	MA
4. The learner demonstrates teamwork and leadership in projects.	3.39	0.65	MA
5. The learner expresses ideas clearly during presentations.	3.28	0.71	MA
6. The learner uses technology for collaboration and sharing ideas.	3.39	0.63	MA
7. The learner gives constructive feedback to peers.	3.27	0.65	MA
8. The learner shows cooperation and empathy in group tasks.	3.33	0.65	MA
9. The learner manages assigned roles and responsibilities effectively in group projects.	3.33	0.63	MA
10. The learner resolves conflicts constructively during collaborative activities.	3.28	0.69	MA
Composite Mean with Standard Deviation	3.34	0.65	**MA**

Legend: Highly Attained (HA)- 3.50-4.00*; Moderately Attained (MA)*- 2.50-3.49*; Slightly Attained (SA)*- 1.50-2.49*; Least Aware (VL)*- 1.00-1.49.

The findings indicate that learners have achieved a moderate level of attainment of Social Science Competencies in this domain, as evidenced by a composite mean of 3.34 (SD = 0.65), interpreted as "Moderately Attained." This suggests that learners are generally effective in working with others and conveying ideas within a project-based environment. Their performance reflects the ability to collaborate, participate, and communicate within group settings. This level of attainment of Social Science Competencies indicates readiness for cooperative and interactive learning tasks.

A closer analysis of the indicators shows that learners excel in interpersonal interaction and collaborative engagement. The highest-rated indicator is the ability to work well with peers in group activities (WM = 3.42, SD = 0.65), followed by listening to and respecting diverse opinions, demonstrating teamwork and leadership, and utilizing technology for collaboration (WM = 3.39). These findings suggest that learners are well adapted to both social and digital aspects of group work. This indicates strong foundational skills in cooperation and participation.

However, the lower-ranked indicators reveal areas that require further development. Learners showed relatively lower competency in giving constructive feedback (WM = 3.27, SD = 0.65), expressing ideas clearly during presentations (WM = 3.28, SD = 0.71), and resolving conflicts constructively (WM = 3.28, SD = 0.69). Although still within the "High" range, these

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results suggest challenges in more complex communication tasks. This indicates a need to strengthen higher-level interpersonal and communication skills.

Overall, the findings indicate that learners demonstrate strong competency in collaboration and basic communication within group settings. However, their ability to engage in higher-level communication processes, such as feedback, conflict resolution, and idea articulation, remains less developed.

3. Relationship between the Assessment on the Extent of Awareness and the Learners Level of Attainment of Social Science Competencies

The following table presents the relationship between the respondents' extent of awareness of Social Science teachers regarding the use of Project-Based Learning relative to understanding of PBL principles and pedagogy, familiarity with curriculum integration, knowledge of instructional design for PBL, and awareness of assessment methods in the learners level of attainment of Social Science Competencies in terms of conceptual understanding of social phenomena, critical and analytical thinking in social inquiry, civic engagement and democratic participation, application of knowledge in real-world contexts, and collaboration and communication in social projects

Table 11
Relationship between the Assessment on PBL Principles and Pedagogy and the Learners Level of Attainment of Social Science Competencies

Variable	Pearson-r	p-Value	Decision on Ho	Interpretation
Conceptual understanding of social phenomena	0.602	0.001	Reject Ho	Significant
Critical and analytical thinking in social inquiry	0.589	0.001	Reject Ho	Significant
Civic engagement and democratic participation	0.689	0.001	Reject Ho	Significant
Application of knowledge in real-world contexts	0.672	0.001	Reject Ho	Significant
Collaboration and communication in social projects	0.715	0.001	Reject Ho	Significant

Correlation is significant at the 0.01 level (2-tailed).

Table 11 exhibits the relationship between the assessment of Social Science teachers on the use of project-based learning in terms of understanding principles and pedagogy and the different domains of competency attainment. The results indicated that there was a statistically significant relationship between Social Science teachers' awareness of Project-Based Learning (PBL) principles and pedagogy and the learners level of attainment of Social Science Competencies across all measured domains. Specifically, the computed Pearson correlation coefficients revealed moderate to strong positive relationships, with all p-values reported as .001

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($p < .001$), leading to the rejection of the null hypothesis in each case. This implied that higher levels of teacher awareness were associated with higher levels of learner competency attainment.

In terms of specific competencies, the relationship between teacher awareness and the conceptual understanding of learners was found to be strong and significant ($r = .602$, $p < .001$). This indicated that when teachers possessed a deeper understanding of PBL principles, learners were more likely to develop a solid grasp of key social science concepts. Similarly, a significant moderate positive relationship was observed with critical and analytical thinking ($r = .589$, $p < .001$), suggesting that the informed use of PBL strategies supported the development of higher order thinking skills. Notably, stronger relationships were found in civic engagement ($r = .689$, $p < .001$) and the application of knowledge ($r = .672$, $p < .001$), highlighting the effectiveness of PBL in promoting active and context-based learning. The strongest correlation was observed in collaboration and communication ($r = .715$, $p < .001$), indicating that a strong grasp of PBL pedagogy greatly enhanced the ability of learners to work together and communicate effectively.

Table 12
Relationship between the Assessment on Familiarity with Curriculum Integration and the Learners Level of Attainment of Social Science Competencies

Variable	Pearson-r	p-Value	Decision on Ho	Interpretation
Conceptual understanding of social phenomena	0.698	0.001	Reject Ho	Significant
Critical and analytical thinking in social inquiry	0.661	0.001	Reject Ho	Significant
Civic engagement and democratic participation	0.694	0.001	Reject Ho	Significant
Application of knowledge in real-world contexts	0.681	0.001	Reject Ho	Significant
Collaboration and communication in social projects	0.737	0.001	Reject Ho	Significant

Correlation is significant at the 0.01 level (2-tailed)

Table 12 illustrates the relationship between Social Science teachers' awareness of Project-Based Learning (PBL), particularly their familiarity with curriculum integration, and the competency levels of learners. The results reveal a statistically significant relationship across all identified domains, with all p- values reported at .001 ($p < .001$), leading to the rejection of the null hypothesis. The Pearson correlation coefficients indicate moderate to strong positive relationships. This suggests that increased teacher proficiency in integrating PBL into the curriculum is associated with higher learner competency.

Specifically, a strong positive relationship was found between curriculum integration and learners' conceptual understanding of social phenomena ($r = .698$, $p < .001$). A similarly strong relationship was observed in critical and analytical thinking ($r = .661$, $p < .001$), indicating that

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well-integrated PBL supports higher-order cognitive development. In addition, significant relationships were found in civic engagement ($r = .694$, $p < .001$) and the application of knowledge in real-world contexts ($r = .681$, $p < .001$). These findings suggest that effective curriculum integration enhances both conceptual learning and practical application.

Notably, the strongest relationship was identified in collaboration and communication in social projects ($r = .737$, $p < .001$). This indicates that when PBL is effectively embedded within the curriculum, learners are more likely to develop interpersonal and teamwork skills. It highlights the role of structured project experiences in fostering meaningful interaction among learners. This further supports the importance of integrating PBL into regular instructional practice.

Table 13
Relationship between the Assessment Instructional Design for PBL and Learners Level of Attainment of Social Science Competencies

Variable	Pearson-r	p-Value	Decision on Ho	Interpretation
Conceptual understanding of social phenomena	0.688	0.001	Reject Ho	Significant
Critical and analytical thinking in social inquiry	0.676	0.001	Reject Ho	Significant
Civic engagement and democratic participation	0.686	0.001	Reject Ho	Significant
Application of knowledge in real-world contexts	0.749	0.001	Reject Ho	Significant
Collaboration and communication in social projects	0.726	0.001	Reject Ho	Significant

*Legend: **. Correlation is significant at the 0.01 level (2-tailed)*

The results indicated a statistically significant relationship between Social Science teachers' knowledge of instructional design for Project-Based Learning (PBL) and the level of learner competency across all measured domains. The computed Pearson correlation coefficients showed moderate to strong positive relationships, with all p- values reported at .001 ($p < .001$), leading to the rejection of the null hypothesis. This finding suggested that as teachers' proficiency in designing PBL instruction increased, learner competencies also improved significantly. It highlights the critical role of instructional design in shaping meaningful learning outcomes.

Specifically, a strong positive relationship was observed between teachers' design knowledge and learners' conceptual understanding of social phenomena ($r = .688$, $p < .001$). A comparable relationship was found in critical and analytical thinking ($r = .676$, $p < .001$), indicating that carefully structured and sequenced learning tasks support higher-order cognitive development. Similarly, significant relationships were noted in civic engagement and democratic participation ($r = .686$, $p < .001$), suggesting that well-designed PBL activities promote active

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involvement in social contexts. These results demonstrate that effective instructional planning enhances both conceptual learning and participatory competencies.

Notably, the strongest relationships were identified in the application of knowledge in real-world contexts ($r = .749$, $p < .001$) and collaboration and communication in social projects ($r = .726$, $p < .001$). This indicates that when teachers demonstrate strong competence in designing PBL experiences, learners are better able to apply knowledge in authentic situations and engage in meaningful collaboration. It underscores the importance of structuring learning tasks that connect theory with practice. Such design allows learners to move beyond understanding toward active and contextualized performance.

Table 14
Relationship between the Assessment Methods and the Learners Level of Attainment of Social Science Competencies

Level of Attainment of Competencies	Pearson-r	p-Value	Decision on Ho	Interpretation
Conceptual understanding of social phenomena	0.682	0.001	Reject Ho	Significant
Critical and analytical thinking in social inquiry	0.663	0.001	Reject Ho	Significant
Civic engagement and democratic participation	0.693	0.001	Reject Ho	Significant
Application of knowledge in real-world contexts	0.721	0.001	Reject Ho	Significant
Collaboration and communication in social projects	0.743	0.001	Reject Ho	Significant

Correlation is significant at the 0.01 level (2-tailed)

The results revealed a statistically significant relationship between Social Science teachers' awareness of assessment methods in Project-Based Learning (PBL) and the level of learner competency across all measured domains. The Pearson correlation coefficients indicated moderate to strong positive relationships, with all p- values reported at .001 ($p < .001$), leading to the rejection of the null hypothesis. This finding suggests that increased teacher awareness of appropriate assessment practices is associated with improved learner performance. It highlights the central role of assessment in shaping meaningful learning outcomes within a PBL framework.

Specifically, a strong positive relationship was found between teachers' assessment awareness and learners' conceptual understanding of social phenomena ($r = .682$, $p < .001$). A similar relationship was observed in critical and analytical thinking ($r = .663$, $p < .001$), indicating that well-designed assessment strategies support higher-order cognitive development. In addition, a significant relationship was identified in civic engagement and democratic participation ($r = .693$, $p < .001$), suggesting that effective evaluation practices encourage active

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involvement in social contexts. These results demonstrate that assessment contributes not only to knowledge acquisition but also to meaningful participation.

Notably, the strongest relationships were found in the application of knowledge in real-world contexts ($r = .721$, $p < .001$) and collaboration and communication in social projects ($r = .743$, $p < .001$). These findings indicate that when teachers employ diverse and authentic assessment methods, learners are better able to apply knowledge in practical situations and engage effectively in group work. This underscores the importance of assessment as a driver of performance-based learning. It also reinforces the role of evaluation in promoting both individual and collaborative competencies.

Hypothesis of the study

Tables 11–14 reveal a statistically significant relationship between the extent of awareness of Social Science teachers on Project-Based Learning and learners' competency attainment, as all computed p-values were lower than the 0.05 level of significance.

This indicates that higher teacher awareness is associated with higher learner competency attainment. Therefore, the study rejects the null hypothesis stating that there is no significant relationship between the variables.

4. Challenges Encountered by the Respondents in the Utilization of Project-Based Learning

Table 15 presents the challenges encountered by Social Science teachers in the utilization of Project-Based Learning (PBL). The data indicates that respondents generally agree that they experience notable difficulties, as reflected in a composite mean of 3.25 (SD = 0.74). This suggests that while PBL is recognized as an effective instructional approach, its implementation is constrained by several practical and pedagogical factors. These challenges may affect the consistency and quality of classroom application.

Table 15
Challenges Encountered by the Social Science Teachers in the Utilization of Project-Based Learning

Common Challenges in Using PBL	WM	SD	VI
1. Limited training or orientation in implementing Project-Based Learning.	3.40	0.71	Agree
2. Designing PBL tasks aligned with curriculum competencies is challenging.	3.40	0.68	Agree
3. Time allotted in the academic schedule is limited for completing PBL activities.	3.42	0.65	Agree
4. Assessing student outputs in PBL fairly and objectively can be difficult.	3.13	0.77	Agree
5. Student engagement and motivation in PBL	3.20	0.80	Agree

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activities are sometimes low.			
6. Teaching and learning resources available to support PBL are limited.	3.35	0.73	Agree
7. Classroom management becomes more demanding during PBL implementation.	3.06	0.76	Agree
8. Student collaboration during PBL tasks is sometimes ineffective or uneven.	3.06	0.81	Agree
9. Support from school administrators for integrating PBL in Social Studies is limited.	3.13	0.78	Agree
10. Large class sizes make it challenging to facilitate effective project-based activities.	3.36	0.76	Agree
Composite Mean with Standard Deviation	3.25	0.74	Agree

Legend: Strongly Agree (SA)- 3.50-4.00*; Agree (A)*- 2.50-3.49*; Disagree (D)*- 1.50-2.49*; Strongly Disagree (SD)*- 1.00-1.49

A closer analysis of the indicators shows that the most significant challenge is the limited time allotted for PBL activities within the academic schedule (M = 3.42, SD = 0.65). This is followed by limited training or orientation in PBL implementation and difficulty in aligning tasks with curriculum competencies (both M = 3.40). These findings indicate that both structural limitations and gaps in teacher preparation hinder effective implementation. In addition, large class sizes (M = 3.36, SD = 0.76) and limited teaching resources (M = 3.35, SD = 0.73) further restrict teachers' ability to facilitate student-centered learning.

Other challenges, while slightly lower in rank, remain significant. These include low student motivation (M = 3.20), difficulty in ensuring fair assessment (M = 3.13), and limited administrative support (M = 3.13). Classroom management demands and uneven student participation (M = 3.06) also contribute to the complexity of implementation. Although all indicators fall within the "Agree" range, they collectively reflect consistent and recurring difficulties. This highlights the multifaceted nature of challenges encountered in PBL.

5. Proposed Project-Based Learning activities to strengthen Social Science Competency attainment among senior high school learners in SDO Batangas City

A set of ten (10) contextualized Project-Based Learning (PBL) activities was developed to strengthen the attainment of Social Science competencies among Senior High School learners in the Schools Division Office of Batangas City. The activities were designed based on the identified competency gaps in conceptual understanding, critical thinking, civic engagement, real-world application, and communication and collaboration. Anchored on established PBL principles and adapted from the Project-Based Learning Toolkit, the activities integrated inquiry-based and authentic learning experiences through real-world social issues and collaborative tasks. Each activity followed a structured format consisting of learning competencies, objectives, driving questions, entry events, project procedures, expected outputs, and assessment tools to ensure alignment with curriculum standards and study objectives. The activities culminated in authentic learner outputs such as advocacy campaigns, multimedia presentations, community

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investigations, and collaborative projects intended to promote meaningful learning and competency development.

Key Features of the Proposed PBL Activities

- Contextualized and curriculum-aligned content
- Integration of driving questions and entry events
- Inquiry-based and authentic learning experiences
- Real-world and community-centered applications
- Collaborative and learner-centered tasks
- Performance-based and authentic assessment methods
- Progressive development of higher-order thinking skills
- Structured project procedures and expected learner outputs
- Alignment with identified competency gaps and study objectives

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PBL SERIES 2026

A Practical Guide to Project-Based Learning Activities

WHAT IS PBL?

Project-Based Learning (PBL) is an engaging, student-centered approach where learners explore real-world problems and create meaningful outputs. Instead of just listening, students actively investigate, think critically, and apply what they learn in authentic situations (Magtibay, J.,2021).

(Project-based learning in Social Studies: A Philippine case study. Philippine Social Science Review, 73(2), 135–148.)

Empowering Social Science Teachers with effective, student-centered instructional strategies

Learning becomes deeper when students apply knowledge to real-life situations.

WHY USE PBL?

PBL helps learners develop essential 21st-century skills:

- ✓ Critical Thinking
- ✓ Active Engagement
- ✓ Collaboration
- ✓ Communication
- ✓ Real-World Problem Solving

PBL is not just doing projects—it is structured, purposeful learning.

KEY FEATURES OF PBL

Effective PBL includes:

- Challenging Driving Question
- Sustained Inquiry
- Real-World Relevance
- Student Voice and Choice
- Reflection
- Feedback and Revision
- Public Product

PBL transforms classrooms into spaces of inquiry, creativity, and action.

"Learning is most powerful when students are actively engaged in solving real-world problems."

WHY PBL IN SOCIAL SCIENCE?

PBL helps learners:

- ✓ Understand real social issues
- ✓ Develop critical and analytical thinking
- ✓ Participate in civic life
- ✓ Apply knowledge in real-world contexts

Social Science becomes meaningful when connected to real life.

UTILIZATION OF PROJECT BASED LEARNING IN THE ATTAINMENT OF SOCIAL SCIENCE COMPETENCIES AMONG SENIOR HIGH SCHOOL LEARNERS IN SDO BATANGAS CITY

Marvin Ralph L. Estremadura

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
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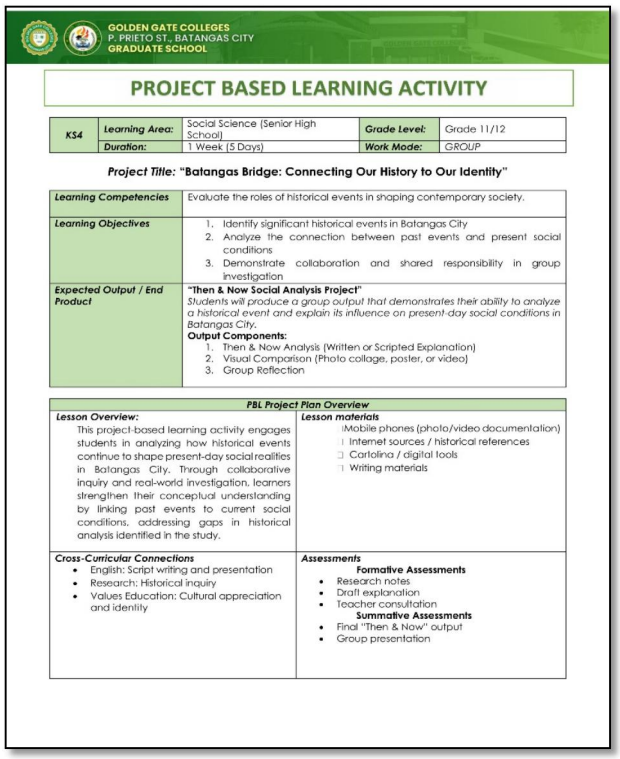


GOLDEN GATE COLLEGES
P. PRIETO ST., BATANGAS CITY
GRADUATE SCHOOL

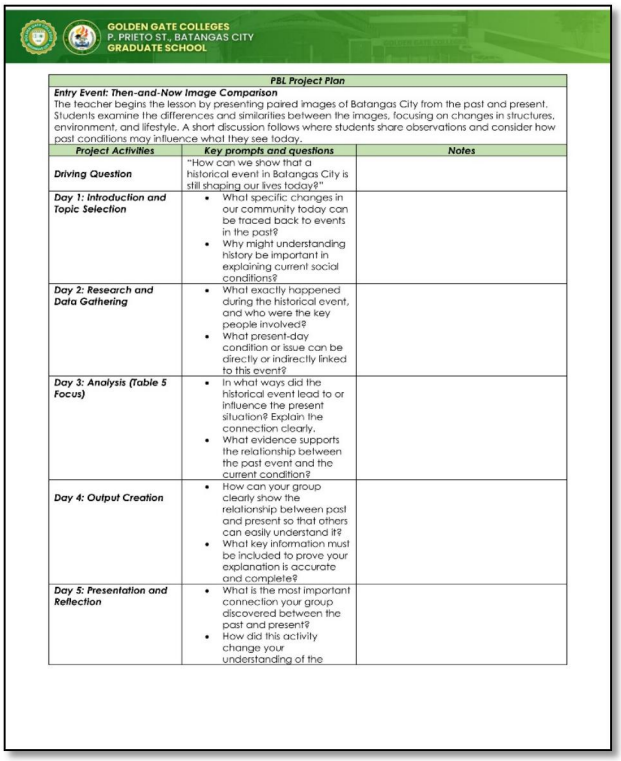
PROJECT BASED LEARNING ACTIVITY

KS4	Learning Area:	Social Science (Senior High School)	Grade Level:	Grade 11/12
	Duration:	1 Week (5 Days)	Work Mode:	GROUP

***Project Title:* "Batangas Bridge: Connecting Our History to Our Identity"**

Learning Competencies	Evaluate the roles of historical events in shaping contemporary society.
Learning Objectives	1. Identify significant historical events in Batangas City 2. Analyze the connection between past events and present social conditions 3. Demonstrate collaboration and shared responsibility in group investigation
Expected Output / End Product	**"Then & Now Social Analysis Project"** *Students will produce a group output that demonstrates their ability to analyze a historical event and explain its influence on present-day social conditions in Batangas City.* **Output Components:** 1. Then & Now Analysis (Written or Scripted Explanation) 2. Visual Comparison (Photo collage, poster, or video) 3. Group Reflection

PBL Project Plan Overview	
Lesson Overview: This project-based learning activity engages students in analyzing how historical events continue to shape present-day social realities in Batangas City. Through collaborative inquiry and real-world investigation, learners strengthen their conceptual understanding by linking past events to current social conditions, addressing gaps in historical analysis identified in the study.	**Lesson materials** Mobile phones (photo/video documentation) Internet sources / historical references Cartolina / digital tools Writing materials
Cross-Curricular Connections • English: Script writing and presentation • Research: Historical inquiry • Values Education: Cultural appreciation and identity	**Assessments** **Formative Assessments** • Research notes • Draft explanation • Teacher consultation **Summative Assessments** • Final "Then & Now" output • Group presentation



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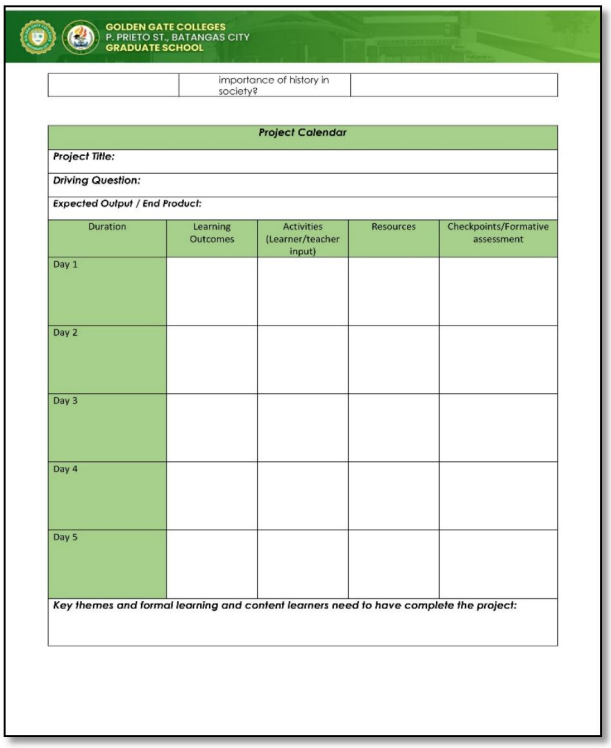
PBL Project Plan		
Entry Event: Then-and-Now Image Comparison The teacher begins the lesson by presenting paired images of Batangas City from the past and present. Students examine the differences and similarities between the images, focusing on changes in structures, environment, and lifestyle. A short discussion follows where students share observations and consider how past conditions may influence what they see today.		
Project Activities	***Key prompts and questions***	***Notes***
Driving Question	"How can we show that a historical event in Batangas City is still shaping our lives today?"	
Day 1: Introduction and Topic Selection	• What specific changes in our community today can be traced back to events in the past? • Why might understanding history be important in explaining current social conditions?	
Day 2: Research and Data Gathering	• What exactly happened during the historical event, and who were the key people involved? • What present-day condition or issue can be directly or indirectly linked to this event?	
Day 3: Analysis (Table 5 Focus)	• In what ways did the historical event lead to or influence the present situation? Explain the connection clearly. • What evidence supports the relationship between the past event and the current condition?	
Day 4: Output Creation	• How can your group clearly show the relationship between past and present so that others can easily understand it? • What key information must be included to prove your explanation is accurate and complete?	
Day 5: Presentation and Reflection	• What is the most important connection your group discovered between the past and present? • How did this activity change your understanding of the	



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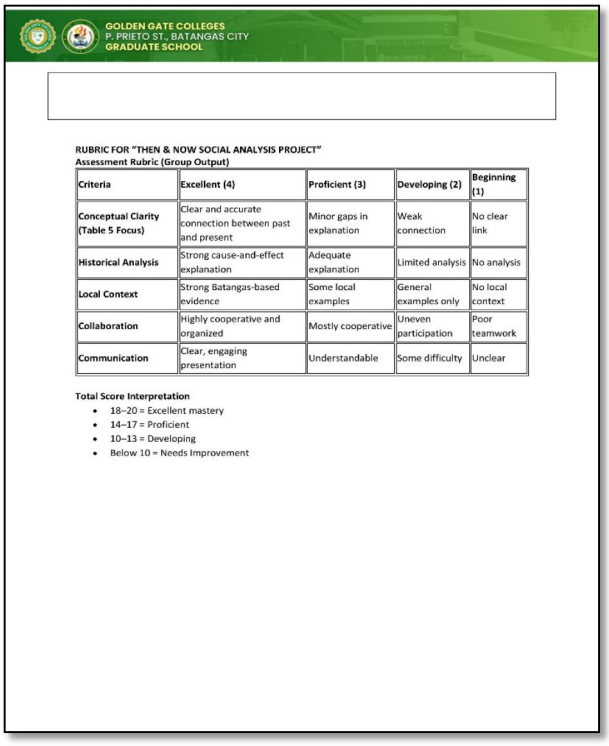
	importance of history in society?	

Project Calendar				
Project Title:				
Driving Question:				
Expected Output / End Product:				
Duration	Learning Outcomes	Activities (Learner/teacher input)	Resources	Checkpoints/Formative assessment
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Key themes and formal learning and content learners need to have complete the project:				



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RUBRIC FOR "THEN & NOW SOCIAL ANALYSIS PROJECT"
Assessment Rubric (Group Output)

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Conceptual Clarity (Table 5 Focus)	Clear and accurate connection between past and present	Minor gaps in explanation	Weak connection	No clear link
Historical Analysis	Strong cause-and-effect explanation	Adequate explanation	Limited analysis	No analysis
Local Context	Strong Batangas-based evidence	Some local examples	General examples only	No local context
Collaboration	Highly cooperative and organized	Mostly cooperative	Uneven participation	Poor teamwork
Communication	Clear, engaging presentation	Understandable	Some difficulty	Unclear

Total Score Interpretation
- 18–20 = Excellent mastery
- 14–17 = Proficient
- 10–13 = Developing
- Below 10 = Needs Improvement

Annotation:
The complete set of proposed Project-Based Learning (PBL) activities developed for this study may be accessed through the following link: ***https://tinyurl.com/ProposedPBL-Estremadura***

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

DISCUSSION

The findings of the study affirm the growing importance of Project-Based Learning (PBL) as a learner-centered instructional approach that supports Social Science competency attainment among Senior High School learners. The high level of teacher awareness of PBL principles and pedagogy indicates a strong recognition of inquiry-driven and experiential learning as essential to meaningful instruction.

This aligns with De Leon (2021), who emphasized that teachers grounded in experiential learning are more capable of delivering authentic learning experiences. It also reflects Piaget's constructivist theory, which highlights that learners build understanding through active engagement with learning tasks. Likewise, the strong awareness of curriculum integration supports Garcia (2024), who stressed that aligning PBL with curriculum standards strengthens instructional coherence and effectiveness.

However, despite generally high awareness, gaps remain in instructional design and assessment practices. This supports Balbag and Castro (2024), who noted that teachers often understand PBL conceptually but struggle with classroom application, particularly in designing authentic assessments and structured inquiry tasks. These gaps highlight the need for continued professional development.

In terms of learner outcomes, PBL contributes positively to collaboration, communication, and civic awareness, indicating the value of interactive and participatory learning environments. This is consistent with Vygotsky's Social Development Theory, which emphasizes learning through social interaction. However, weaker performance in research-based reasoning and higher-order inquiry skills suggests the need for stronger scaffolding in critical thinking and evidence-based analysis, as also noted by Quinto and Rivera (2022).

The significant relationship between teacher awareness and learner competency attainment further underscores that higher pedagogical readiness leads to better learning outcomes. This supports Yap and Futalan (2025), who argued that effective PBL implementation depends on teachers' mastery of instructional design, facilitation, and assessment.

Finally, the study highlights persistent challenges such as time constraints, limited training, and resource shortages, which hinder full implementation of PBL. Thus, the proposed PBL intervention provides structured activities and assessment tools to address these gaps and strengthen implementation.

Overall, the findings confirm that PBL is highly valuable in enhancing Social Science competencies, but its effectiveness depends on sustained teacher development, adequate support systems, and strategic instructional planning.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
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CONCLUSION

1. Social Science teachers demonstrated substantial awareness of Project-Based Learning in terms of pedagogy, curriculum integration, instructional design, and assessment practices.

2. Senior High School learners attained moderate levels of Social Science competencies, particularly in conceptual understanding, critical thinking, civic engagement, real-world application, and collaboration.

3. A significant positive relationship existed between teachers' awareness of Project-Based Learning and learners' competency attainment.

4. Teachers encountered challenges in PBL implementation, including time constraints, limited resources, insufficient training, and large class sizes.

5. The proposed contextualized PBL activities may help strengthen competency-based and meaningful learning experiences in Social Science education.

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