

Pedagogical Approaches And The Academic Performance Of Grade 7 Students In Araling Panlipunan In Congressional District I Of Batangas Province

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Abstract

The objectives of this study were to determine how pedagogical approaches relates to the academic performance of grade 7 students in Araling Panlipunan in the First Congressional District of Batangas Province. It sought to examine how the subject is taught and learned within the congressional district to provide insights that will strengthen classroom instruction aligned with the goals of the K-12 curriculum.

This study utilized descriptive method to determine the responses of respondents. The data gathering instruments used in the study were a validated researcher-constructed questionnaire and interview. The subjects of the study involved a sample of 113 public junior high school Araling Panlipunan teachers in SDO Batangas, Congressional District I. Statistics including frequency and percentage, weighted mean and ranking, and Pearson's r Correlation Coefficient, were utilized.

The following were the results of the study: The Grade 7 students demonstrated above-average academic performance in Performance Tasks and Quarterly Assessment. However, they have shown below average academic performance in Written Works. Constructivist and Inquiry-based pedagogical approaches are highly utilized by the respondents while Collaborative and Integrative are moderately utilized. There was a significant relationship between the level of academic performance of Grade 7 Students and the extent of utilization of pedagogical approaches in teaching Araling Panlipunan. The results showed that constructivist and collaborative approaches are the most influential in the academic performance of learners.

In utilizing different pedagogical approaches, respondents faced challenges such as limited time for interactive instruction, lack of resources, learner resistance, and difficulty contextualizing lessons. The intervention activities were designed by the researcher to enhance the skills of Grade 7 students in Araling Panlipunan.

Key words: *pedagogical approaches, level of academic performance, constructivist approach, collaborative approach, intervention activities*

Introduction

Globalization continues to reshape education in the Philippines, influencing the way people think, teach, and learn. These changes have transformed technology, communication, and the teaching–learning process, creating a more dynamic and demanding educational environment. In response, the implementation of the K–12 Basic Education Curriculum aims to prepare learners to become globally competitive and adaptable individuals.

In the Philippines, the K–12 Curriculum Guide for Araling Panlipunan developed by the Department of Education emphasizes the development of analytical, creative, responsible, productive, nationalistic, and humane learners with both national and global perspectives. Likewise, Enhanced Basic Education Act of 2013 mandates the use of constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches to strengthen teaching and learning outcomes (DepEd Manual, 2025).

Despite these reforms, the teaching of Araling Panlipunan continues to face several challenges. Many students perceive the subject as difficult because of its emphasis on memorizing dates, events, and places, resulting in low interest and participation. Teachers also encounter difficulties in identifying effective pedagogical approaches that can address the diverse needs, abilities, and interests of learners while promoting meaningful classroom engagement and participation (Mendoza, 2024).

Over the years, instructional strategies in Araling Panlipunan have shifted from traditional teacher-centered approaches toward learner-centered and constructivist pedagogies. However, challenges such as limited instructional materials, diverse learner needs, insufficient resources, and inadequate teacher competencies continue to affect the effective implementation of these strategies. This inconsistent utilization of pedagogical approaches may hinder instructional effectiveness and negatively affect the academic performance of Grade 7 students (Cruz & Hernandez, 2021).

In the First Congressional District of Batangas Province, these challenges remain evident, particularly in terms of teachers' preparedness, availability of instructional resources, and adaptation of modern pedagogical approaches to local contexts. Hence, this study sought to examine the pedagogical approaches utilized in teaching Araling Panlipunan and their relationship to the academic performance of Grade 7 students. Specifically, the study aimed to provide insights that may help improve classroom instruction, strengthen student engagement, foster critical and reflective thinking, and support the goals of the K–12 curriculum in preparing learners for the demands of the 21st century.

This study aimed to determine the Pedagogical Approaches and the Academic Performance of Grade 7 Students in Araling Panlipunan in Congressional District I of Batangas Province for Academic Year 2025-2026. Specifically, it sought to answer the following questions:

1. What is the level of academic performance of grade 7 students in Araling Panlipunan as assessed by the teachers in terms of:
 - 1.1 Written Outputs;
 - 1.2 Performance Tasks; and
 - 1.3 Quarterly Assessment?
2. How may the extent of utilization of pedagogical approaches be assessed by the respondents relative to the following:
 - 2.1 Constructivist;
 - 2.2 Collaborative;
 - 2.3 Inquiry-based; and
 - 2.4 Integrative?
3. Is there significant relationship between the assessments on the level of academic performance of Grade 7 students and on the extent of utilization of pedagogical approaches in teaching Araling Panlipunan?
4. What are the challenges encountered by the respondents in utilization of different pedagogical approaches in Araling Panlipunan?
5. Based on the results, what intervention activities may be proposed?

Methodology

Research Design

This study utilized the descriptive method to determine the responses of respondents in relation to the pedagogical approaches and the academic performance of grade 7 students in Araling Panlipunan in congressional district I of Batangas province.

Participants

This study included 113 junior high school teachers handling Araling Panlipunan subjects in public junior high schools under the Schools Division Office (SDO) of Batangas, Congressional District I. The district covers the municipalities of Balayan, Calatagan, Lemery, Lian, Nasugbu, Taal, and Tuy, including the component city of Calaca.

Data Gathering Instruments

The main data-gathering instruments used in this study were the researcher-constructed questionnaire and interview guide to systematically collect data on the academic performance of students and the pedagogical approaches utilized in teaching Araling Panlipunan.

Data Gathering Procedures

To gather data for the study, the researcher sought permission from the Schools Division Superintendent before administering the survey questionnaire and conducting interviews with the respondents. Upon approval, the questionnaires were distributed online, and respondents were given sufficient time to accomplish them through a provided link. In addition, interviews were conducted during the respondents' free time to supplement the survey data. The collected responses were then tallied, tabulated, and analyzed using appropriate statistical tools for interpretation.

Data Analysis

To analyze and interpret the gathered data, the study employed the following statistical tools: frequency and percentage were utilized to identify the distribution of respondents' answers; weighted mean and ranking were used to assess the extent of utilization of pedagogical approaches and the challenges encountered by Araling Panlipunan teachers; while Pearson's r correlation coefficient was applied to determine the significant relationship between the pedagogical approaches and the academic performance of Grade 7 students.

Results and Discussions

1. Level of Academic Performance of Grade 7 Students in AralingPanlipunan

1.1 Written Outputs. These are measured based on their completeness, correctness, clarity of ideas, organization, grammar, and adherence to given instructions or rubrics. Each output is evaluated using a scoring guide or rubric, and the resulting scores are used to determine the level of students' academic performance in written tasks.

Table 1 presents the level of academic performance of Grade 7 students in Araling Panlipunan in terms of written outputs.

Table 1

Level of Academic Performance of Grade 7 Students in Araling Panlipunan in Terms of Written Outputs

Item	Weighted Mean	Verbal Interpretation	Rank
1. Demonstrate accurate understanding of Araling Panlipunan concepts through written exercises.	3.05	Above Average	3
2. Organize ideas clearly and logically in written assignments.	2.11	Below Average	7
3. Explain historical and social concepts using appropriate terminology in written work.	2.13	Below Average	6
4. Analyze issues and events presented in written activities.	3.09	Above Average	2
5. Apply learned concepts correctly in worksheets and written tasks.	3.22	Above Average	1
6. Construct coherent sentences and paragraphs when answering written questions.	2.15	Below Average	5
7. Show consistency in completing written outputs on time.	2.03	Below Average	8
8. Use evidence and examples effectively in written explanations.	2.01	Below Average	10
9. Summarize lessons accurately in notebooks and written activities.	3.04	Above Average	4
10. Reflect comprehension of lessons through short essays and written reflections.	2.02	Below Average	9
Composite Mean	2.49	Below Average	

Legend=1.00-1.49=Low, 1.50-2.49=Below Average, 2.50-3.49=Above Average, 3.50-4.00=High

The overall composite mean of 2.49 (SD = 0.627) indicates a Below Average level of performance. Overall, the findings suggest that while Grade 7 students demonstrate competence in basic application and understanding of Araling Panlipunan concepts, they still need improvement in written expression, critical reflection, and academic consistency. This indicates a need for instructional interventions that strengthen writing skills, promote reflective thinking, and enhance students' ability to support answers with evidence.

1.2 Performance Tasks. These are measured based on specific criteria such as accuracy, creativity, organization, collaboration, and application of concepts, as indicated in a scoring rubric. Each student's performance is rated and converted into a numerical score to determine their level of achievement.

Table 2 presents the level of academic performance of Grade 7 students in Araling Panlipunan in terms of performance tasks.

Table 2

Level of Academic Performance of Grade 7 Students in Araling Panlipunan in Terms of Performance Tasks

Item	Weighted Mean	Verbal Interpretation	Rank
1.Participate actively in individual and group performance activities.	3.08	Above Average	2
2.Present ideas clearly and confidently during oral reports or presentations.	3.01	Above Average	6
3.Apply learned concepts in projects, role-playing, or simulations.	3.04	Above Average	4
4.Collaborate effectively with classmates during group performance tasks.	3.04	Above Average	4
5.Demonstrate creativity in completing performance-based activities.	2.05	Below Average	10
6.Follow instructions and rubrics accurately in performance tasks.	2.08	Below Average	9
7.Exhibit critical thinking during debates, dramatizations, or demonstrations.	2.16	Below Average	8
8.Use appropriate materials and resources in accomplishing tasks.	3.11	Above Average	1
9.Show responsibility and initiative while performing assigned roles.	3.04	Above Average	4
10.Integrate knowledge and skills in accomplishing authentic learning tasks.	2.95	Above Average	7
Composite Mean	2.76	Above Average	

Legend=1.00-1.49=Low, 1.50-2.49=Below Average, 2.50-3.49=Above Average, 3.50-4.00=High

The composite mean of 2.76 (SD = 0.713) indicates an Above Average level of performance. Overall, the findings imply that Grade 7 students show strong engagement in collaborative and application-based activities in Araling Panlipunan performance tasks. However, there is a need to further develop their creative output, critical thinking skills, and ability to follow structured performance criteria. Strengthening these areas may enhance the quality of student performance and lead to more meaningful and skill-based learning outcomes.

1.3 Quarterly Assessment. It is measured through a standardized written examination or test prepared by the teacher or school, which covers all key lessons, skills, and competencies discussed during the grading period. Students' scores in this assessment are recorded and used as part of their final academic grade.

Table 3 presents the level of academic performance of Grade 7 students in Araling Panlipunan in terms of quarterly assessment.

Table 3

Level of Academic Performance of Grade 7 Students in Araling Panlipunan in Terms of Quarterly Assessment

Item	Weighted Mean	Verbal Interpretation	Rank
1. Answer objective-type test questions correctly based on lesson content.	3.13	Above Average	1.5
2. Analyze questions carefully during quarterly examinations.	3.06	Above Average	5
3. Recall important facts, concepts, and events covered in the quarter.	3.04	Above Average	6
4. Apply concepts learned to situational and analytical test items.	2.09	Below Average	9
5. Demonstrate comprehension of historical, social, and civic concepts.	3.13	Above Average	1.5
6. Interpret data, maps, or short readings included in assessments.	3.09	Above Average	4
7. Manage time effectively when answering quarterly examinations.	2.37	Below Average	7
8. Show preparedness for quarterly assessments through review and study.	2.01	Below Average	10
9. Achieve satisfactory scores in quarterly examinations	3.11	Above Average	3
10. Reflect mastery of essential learning competencies in assessment results	2.32	Below Average	8
Composite Mean	2.74	Above Average	

Legend=1.00-1.49=Low, 1.50-2.49=Below Average, 2.50-3.49=Above Average, 3.50-4.00=High

The composite mean of 2.74 shows an Above Average level of performance across most indicators, suggesting that students demonstrate satisfactory mastery of lesson content in formal examinations. Overall, the findings indicate that Grade 7 students demonstrate strong performance in recalling information and understanding basic concepts in Araling Panlipunan quarterly assessments. However, there is a need to strengthen students' study habits, analytical skills, and ability to apply learned concepts in complex situations. Improving these areas may lead to more balanced academic performance and better mastery of essential learning competencies in Araling Panlipunan.

Qualitative Findings on the Academic Performance of Grade 7 Students in Araling Panlipunan Based on Teacher Interviews

The qualitative findings regarding the academic performance of Grade 7 students in Araling Panlipunan were analyzed through interviews with selected teachers (Participants 1–8). Using triangulation, common themes were identified to ensure the credibility and convergence of insights. The results are presented and interpreted below according to four major themes.

The results revealed that teachers generally described students' performance as satisfactory, although differences in learners' abilities and understanding were evident. Students were found to perform well in memorization-based tasks, such as recalling facts, places, and events, but experienced difficulty in higher-order thinking skills, including analysis, interpretation, and application of concepts. Reading comprehension was also identified as a major factor affecting academic performance, as students with limited literacy skills struggled to understand texts and assessments.

Furthermore, participants emphasized that interactive and contextualized teaching strategies, such as group discussions, role-playing, and the use of real-life examples, increased student engagement and improved understanding. Overall, the findings highlight the importance of differentiated instruction, reading interventions, and learner-centered approaches in enhancing students' academic performance in Araling Panlipunan.

2. Extent of Utilization of Pedagogical Approaches be Assessed by the Respondents

2.1 Constructivist Approach. It posits that learners actively construct their own understanding based on prior knowledge and new experiences, with teachers acting as facilitators. It also refers to the extent to which Araling Panlipunan teachers design learning tasks that connect lessons to students' prior knowledge and real-life contexts.

Table 4 presents the extent of utilization of constructivist pedagogical approaches as assessed by the respondents.

Table 4

Extent of Utilization of Constructivist Approach as Assessed by the Respondents

Item	Weighted Mean	Verbal Interpretation	Rank
1. Encourage students to relate new lessons to their prior knowledge.	3.27	Moderately Utilized	9
2. Guide learners to reflect on their personal experiences in understanding social issues.	3.31	Moderately Utilized	8
3. Promote independent thinking by allowing learners to construct their own understanding.	3.23	Moderately Utilized	10
4. Facilitate problem-solving activities that require higher-order thinking skills.	3.47	Moderately Utilized	6
5. Support students in making meaning from real-life social and historical events.	3.60	Highly Utilized	4
6. Challenge learners to compare their perspectives with those of others.	3.64	Highly Utilized	6
7. Motivate students to question traditional viewpoints and propose new insights.	3.95	Highly Utilized	1
8. Allow learners to demonstrate multiple interpretations of concepts.	3.75	Highly Utilized	2
9. Encourage critical reflection on social realities and current issues.	3.55	Highly Utilized	5
10. Provide opportunities for students to apply their learning to authentic situations.	3.46	Moderately Utilized	7
Composite Mean	3.52	Highly Utilized	

Legend=1.00-1.49=Least Utilized, 1.50-2.49=Slightly Utilized, 2.50-3.49=Moderately Utilized, 3.50-4.00=Highly Utilized

The composite mean of 3.52 (SD = 0.627) indicates that constructivist strategies are Highly Utilized in the teaching of Araling Panlipunan. The findings indicate that constructivist approaches are generally highly utilized in Araling Panlipunan instruction, particularly in promoting critical thinking and multiple perspectives. However, there is still a need to strengthen practices that foster deeper learner autonomy, prior knowledge activation, and personal reflection. Enhancing these aspects may further improve the effectiveness of constructivist teaching in developing meaningful and student-centered learning experiences.

2.2 Collaborative Approach. It emphasizes students working together to solve problems, complete tasks, or create products, thereby promoting shared responsibility and active participation. This also refers to the teachers' use of group discussions, peer learning, and teamwork activities in teaching Araling Panlipunan.

Table 5 presents the extent of utilization of collaborative pedagogical approaches as assessed by the respondents.

Table 5
Extent of Utilization of Collaborative Pedagogical Approach
as Assessed by the Respondents

Item	Weighted Mean	Verbal Interpretation	Rank
1. Organize group discussions that foster peer learning.	3.08	Moderately Utilized	8
2. Assign cooperative tasks that require joint decision-making.	3.56	Highly Utilized	3
3. Encourage students to share their insights with group members.	3.84	Highly Utilized	1
4. Promote teamwork in solving classroom activities and projects.	2.80	Moderately Utilized	9
5. Facilitate role-playing activities that highlight social interaction.	2.54	Moderately Utilized	10
6. Guide learners in resolving conflicts during group activities.	3.46	Moderately Utilized	5.5
7. Support students in taking responsibility for group outputs.	3.46	Moderately Utilized	5.5
8. Encourage respect for differing opinions in collaborative settings.	3.42	Moderately Utilized	7
9. Provide opportunities for students to engage in peer evaluation.	3.50	Highly Utilized	4
10. Foster collective accountability in achieving learning goals.	3.68	Highly Utilized	2
Composite Mean	3.33	Moderately Utilized	

Legend=1.00-1.49=Least Utilized, 1.50-2.49=Slightly Utilized, 2.50-3.49=Moderately Utilized, 3.50-4.00=Highly Utilized

The composite mean of 3.33 (SD = 0.598) indicates that collaborative strategies are Moderately Utilized in the teaching of Araling Panlipunan. the findings indicate that collaborative approaches in Araling Panlipunan are generally moderately utilized, with stronger implementation in structured cooperation and peer sharing. However, there is still a need to enhance interactive and experiential collaborative strategies such as role-playing, sustained group discussions, and deeper teamwork activities to further strengthen students' social learning and cooperative skills.

2.3 Inquiry-based Approach. It encourages students to ask questions, investigate, and discover new ideas, fostering critical and analytical thinking. It also refers to teachers' strategies in guiding students to explore social and historical issues through questioning, research, and problem-solving in Araling Panlipunan.

Table 6 presents the extent of utilization of inquiry-based pedagogical approaches as assessed by the respondents.

Table 6
Extent of Utilization of Inquiry-based Pedagogical Approach
be Assessed by the Respondents

Item	Weighted Mean	Verbal Interpretation	Rank
1. Ask open-ended questions that stimulate critical thinking.	3.62	Highly Utilized	4
2. Guide students in formulating their own research questions.	4.00	Highly Utilized	1
3. Encourage learners to seek evidence to support their ideas.	3.63	Highly Utilized	3
4. Support inquiry activities that require investigation of real issues.	3.53	Highly Utilized	6
5. Facilitate the exploration of multiple sources of information.	3.58	Highly Utilized	5
6. Train learners to analyze and interpret data independently.	3.29	Moderately Utilized	8
7. Motivate students to test their assumptions through inquiry.	3.47	Moderately Utilized	7
8. Engage learners in drawing logical conclusions from their investigations.	3.90	Highly Utilized	2
9. Promote reflection on the results of their inquiries.	3.23	Moderately Utilized	9
10. Encourage application of inquiry skills in solving real-life problems.	3.06	Moderately Utilized	10
Composite Mean	3.53	Highly Utilized	

Legend=1.00-1.49=Least Utilized, 1.50-2.49=Slightly Utilized, 2.50-3.49=Moderately Utilized, 3.50-4.00=Highly Utilized

The composite mean of 3.53 (SD = 0.584) indicates that inquiry-based strategies are Highly Utilized in the teaching of Araling Panlipunan, reflecting a strong emphasis on learner-centered investigation and critical thinking. The findings indicate that inquiry-based approaches in Araling Panlipunan are highly utilized, particularly in questioning, evidence gathering, and drawing conclusions. However, there is still a need to strengthen learner independence in data analysis, reflective thinking, and real-life application of inquiry skills to fully maximize the benefits of inquiry-based learning in developing critical and analytical competencies.

2.4 Integrative Approach. It involves linking concepts across different disciplines to promote holistic understanding and application of knowledge. It also refers to the teachers' effort to connect Araling Panlipunan lessons with other subject areas (e.g., values education, language, economics) to deepen learners' understanding.

Table 7 presents the extent of utilization of integrative pedagogical approaches as assessed by the respondents.

Table 7

Extent of Utilization of Integrative Pedagogical Approach as Assessed by the Respondents

Item	Weighted Mean	Verbal Interpretation	Rank
1. Connect lessons in Araling Panlipunan with other subject areas.	3.07	Moderately Utilized	9
2. Relate classroom discussions to real-life community problems.	3.16	Moderately Utilized	8
3. Integrate technology and multimedia in lesson delivery.	3.03	Moderately Utilized	10
4. Incorporate cultural and historical contexts in learning activities.	3.26	Moderately Utilized	6.5
5. Link classroom lessons to national and global issues.	3.44	Moderately Utilized	4
6. Combine traditional methods with modern teaching strategies.	3.68	Highly Utilized	2
7. Embed values education in the discussion of social studies concepts.	3.83	Highly Utilized	1
8. Apply interdisciplinary learning in the design of activities.	3.62	Highly Utilized	3
9. Align lesson objectives with current events and social realities.	3.26	Moderately Utilized	6.5
10. Synthesize knowledge across subjects to promote holistic understanding.	3.37	Moderately Utilized	5
Composite Mean	3.37	Moderately Utilized	

Legend=1.00-1.49=Least Utilized, 1.50-2.49=Slightly Utilized, 2.50-3.49=Moderately Utilized, 3.50-4.00=Highly Utilized

The composite mean of 3.37 ($SD = 0.561$) indicates that integrative strategies are Moderately Utilized in the teaching of Araling Panlipunan. the findings indicate that integrative approaches in Araling Panlipunan are moderately utilized, with strengths in values education, blended teaching strategies, and interdisciplinary lesson design. However, there is a need to further enhance the integration of technology, real-life applications, and cross-subject connections to promote a more holistic and meaningful learning experience for Grade 7 students.

Qualitative Findings from Teacher Interviews on the Extent of Utilization of Pedagogical Approaches

The qualitative findings on the utilization of pedagogical approaches in teaching Grade 7 Araling Panlipunan were analyzed through triangulation of participants' responses. The results revealed that teachers moderately to highly utilized lecture or direct instruction, particularly in introducing new lessons and explaining complex concepts. Collaborative learning strategies, such as group discussions, cooperative activities, and role-playing, were widely employed to promote peer interaction and critical thinking. Inquiry-based approaches were moderately used, especially in lessons requiring analysis and interpretation of historical and cultural concepts.

Participants also reported high utilization of visual and multimedia aids, including maps, videos, pictures, and presentations, to improve engagement and comprehension. Moreover, contextualized and localized teaching emerged as one of the most frequently used approaches, as teachers related lessons to students' real-life experiences and local community contexts. Formative assessment and continuous feedback were likewise highly practiced to monitor student progress and address learning gaps.

Overall, the findings indicate that teachers employ a balanced combination of traditional and learner-centered pedagogical approaches to enhance engagement, understanding, and critical thinking in Araling Panlipunan.

3. Significant Relationship Between the Level of Academic Performance of Grade 7 Students and the Extent of Utilization of Pedagogical Approaches in Teaching Araling Panlipunan

Table 8 presents the significant relationship between the level of academic performance of Grade 7 students in Araling Panlipunan and the extent of utilization of constructivist pedagogical approaches in teaching Araling Panlipunan.

Table 8

Relationship Between the Assessment on the Level of Academic Performance of Grade 7 Students and the Extent of Utilization of Constructivist Pedagogical Approach in Teaching Araling Panlipunan

Variable	Constructivist Approach			
	Pearson's r	p-value	Decision on H_0	Verbal Interpretation
Written Works	0.719	0.001	Reject H_0	Significant
Performance Tasks	0.868	0.000	Reject H_0	Significant
Quarterly Assessment	0.797	0.001	Reject H_0	Significant

The findings show that written works exhibit a strong positive relationship with the utilization of the constructivist pedagogical approach ($r = 0.719$) and are statistically significant ($p = 0.001$). Moreover, performance tasks demonstrated a very strong positive correlation, while quarterly assessments also revealed a strong positive and significant relationship with the constructivist approach. These findings indicate that constructivist pedagogy enhances students' ability to express ideas, perform authentic and skill-based tasks, and apply knowledge during formal evaluations. Overall, the results suggest that the constructivist pedagogical approach significantly improves students' academic performance and supports the development of higher-order thinking skills in Araling Panlipunan.

Table 9 presents the relationship between the level of academic performance of Grade 7 students and the extent of utilization of the collaborative pedagogical approach in teaching Araling Panlipunan.

Table 9

Relationship Between the Assessment on the Level of Academic Performance of Grade 7 Students and the Extent of Utilization of Collaborative Pedagogical Approach in Teaching Araling Panlipunan

Variable	Collaborative Approach			
	Pearson's r	p-value	Decision on H ₀	Verbal Interpretation
Written Works	0.892	0.000	Reject H ₀	Significant
Performance Tasks	0.808	0.000	Reject H ₀	Significant
Quarterly Assessment	0.840	0.000	Reject H ₀	Significant

The findings show that written works exhibit a very strong positive relationship with the collaborative approach ($r = 0.892$) and are statistically significant ($p = 0.000$). Moreover, performance tasks and quarterly assessments also revealed strong to very strong positive and statistically significant relationships with the collaborative pedagogical approach. These findings indicate that collaborative learning enhances students' ability to construct ideas, perform authentic tasks, and achieve better results in formal assessments. Through peer interaction, shared learning, and cooperative engagement, students develop critical thinking, teamwork, and problem-solving skills. Overall, the results suggest that the collaborative pedagogical approach significantly improves students' academic performance and promotes active engagement and meaningful learning in Araling Panlipunan.

Table 10 reveals the relationship between the level of academic performance of Grade 7 students and the extent of utilization of the inquiry-based pedagogical approach in teaching Araling Panlipunan.

Table 10

Relationship Between the Assessment on the Level of Academic Performance of Grade 7 Students and the Extent of Utilization of Inquiry-based Pedagogical Approach in Teaching Araling Panlipunan

Variable	Inquiry-based Approach			
	Pearson's r	p-value	Decision on H_0	Verbal Interpretation
Written Works	0.866	0.000	Reject H_0	Significant
Performance Tasks	0.814	0.000	Reject H_0	Significant
Quarterly Assessment	0.835	0.000	Reject H_0	Significant

The findings revealed that the inquiry-based pedagogical approach has a strong and statistically significant positive relationship with the academic performance of Grade 7 students in Araling Panlipunan across written works, performance tasks, and quarterly assessments. Written works showed a strong positive correlation ($r = 0.866$, $p = 0.000$), indicating that inquiry-based strategies enhance students' critical thinking and ability to produce evidence-based responses. Performance tasks also demonstrated a strong positive relationship ($r = 0.814$, $p = 0.000$), suggesting that inquiry-based learning improves students' application, analysis, and skill demonstration.

Similarly, quarterly assessments revealed a strong positive and significant relationship ($r = 0.835$, $p = 0.000$), indicating that inquiry-based instruction contributes to deeper understanding and higher achievement in summative evaluations. Overall, the results suggest that the increased utilization of inquiry-based approaches significantly improves students' academic performance in Araling Panlipunan.

Table 11 presents the relationship between Grade 7 students' academic performance and the extent of utilization of the integrative pedagogical approach in teaching Araling Panlipunan.

Table 11

Relationship Between the Assessment on the Level of Academic Performance of Grade 7 Students and the Extent of Utilization of Integrative Pedagogical Approach in Teaching Araling Panlipunan

Variable	Integrative Approach			
	Pearson's r	p-value	Decision on H_0	Verbal Interpretation
Written Works	0.864	0.002	Reject H_0	Significant
Performance Tasks	0.814	0.011	Reject H_0	Significant
Quarterly Assessment	0.040	0.338	Failed to Reject H_0	Not Significant

The findings revealed that the integrative pedagogical approach has a very strong and statistically significant positive relationship with written works ($r = 0.864$, $p = 0.002$), indicating that integrating concepts across disciplines enhances students' ability to synthesize ideas and express understanding in written form. Performance tasks also showed a strong positive and significant correlation ($r = 0.814$, $p = 0.011$), suggesting that integrative strategies improve students' ability to apply knowledge in authentic, skill-based activities.

However, quarterly assessments demonstrated a very weak and non-significant relationship ($r = 0.040$, $p = 0.338$), indicating that the integrative approach does not significantly influence students' performance in summative evaluations. Overall, the results suggest that while the integrative pedagogical approach enhances students' performance in written works and performance tasks, it has limited impact on quarterly assessments, highlighting the need for better alignment between instructional strategies and assessment methods.

4. Challenges Encountered by the Respondents in Utilization of Different Pedagogical Approaches in Araling Panlipunan

Table 12 presents the challenges encountered by respondents in utilizing different pedagogical approaches in Araling Panlipunan.

Table 12

Challenges Encountered by the Respondents in Utilization of Different Pedagogical Approaches in Araling Panlipunan

Item	Weighted Mean	Verbal Interpretation	Rank
1. Struggle to select appropriate instructional strategies that match students' diverse learning styles and abilities.	3.16	Agree	7
2. Encounter difficulty in integrating interactive and learner-centered approaches due to limited time allotment.	3.75	Strongly Agree	2
3. Experience a lack of sufficient instructional materials and resources to support varied teaching strategies.	3.77	Strongly Agree	1
4. Find it challenging to sustain students' engagement and participation during strategy implementation.	2.97	Agree	9
5. Face constraints in utilizing technology-based strategies because of inadequate digital tools or connectivity.	3.07	Agree	8
6. Deal with limited training and professional development on innovative Araling Panlipunan teaching methods.	2.88	Agree	10
7. Encounter problems in aligning instructional strategies with the curriculum standards and learning competencies.	3.26	Agree	6
8. Struggle to assess students effectively when multiple instructional strategies are used simultaneously.	3.42	Agree	5
9. Experience resistance from learners who prefer traditional lecture-based instruction over participatory methods.	3.67	Strongly Agree	3
10. Find it difficult to contextualize instructional strategies to local culture and community realities in Araling Panlipunan.	3.65	Strongly Agree	4
Composite Mean	3.36	Agree	

Legend=1.00-1.49=Strongly Disagree, 1.50-2.49=Disagree, 2.50-3.49=Agree, 3.50-4.00=Strongly Agree

The composite mean of 3.36 (SD = 0.566) indicates that teachers generally Agree that they face significant challenges, reflecting moderate constraints in the implementation of diverse

instructional strategies. the findings indicate that teachers agree that they encounter multiple challenges in implementing diverse pedagogical approaches in Araling Panlipunan, with the most critical issues centered on instructional resources, time limitations, and learner resistance. These challenges highlight the need for enhanced support systems such as provision of instructional materials, training programs, and improved classroom management strategies to strengthen the effective utilization of student-centered pedagogical approaches.

Qualitative Findings from Teacher Interviews on the Challenges Encountered in the Utilization of Different Pedagogical Approaches in Araling Panlipunan

The qualitative findings on the challenges encountered by Grade 7 Araling Panlipunan teachers in utilizing various pedagogical approaches were gathered through in-depth interviews with eight participants (P1–P8) and analyzed using triangulation. The results revealed several recurring barriers affecting the effective implementation of instructional strategies. Teachers reported limited instructional resources, such as maps, visual aids, multimedia materials, and updated textbooks, which constrained the use of interactive, visual, and contextualized approaches. Large class sizes and diverse learner abilities also posed difficulties in managing collaborative and inquiry-based activities, particularly in providing individualized support and ensuring active participation.

Time constraints due to extensive curriculum requirements further limited the consistent use of inquiry-based, project-based, and other learner-centered strategies. In addition, low student motivation and uneven participation were identified as factors that reduced the effectiveness of interactive learning activities. Lastly, teacher preparedness and limited training in modern pedagogical approaches and technology use were noted as challenges in fully implementing innovative strategies. Overall, the findings indicate that while teachers value student-centered pedagogical approaches, their consistent utilization is hindered by resource limitations, classroom conditions, time pressures, learner-related issues, and gaps in professional training.

5.Intervention Activities

The proposed intervention activities were developed by the researcher in response to the findings of the study on the pedagogical approaches and the academic performance of grade 7 students in Araling Panlipunan in Congressional District I of Batangas Province. Grounded in the identified strengths and gaps in the utilization of various pedagogical approaches, these proposed interventions aim to enhance instructional effectiveness and promote improved learning outcomes among students.

Access Link for the Proposed Intervention Activities:

https://docs.google.com/document/d/1T7RdnSrLAUDP_26RG01ONsKPMAta7nyU/edit?usp=drive_link&ouid=109381100435960894191&rtpof=true&sd=true

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. Grade 7 students demonstrated above-average performance in performance tasks and quarterly assessments. However, their written outputs were assessed as below average.
2. Constructivist and inquiry-based approaches were highly utilized in instructional practices, while collaborative and integrative approaches were moderately utilized.
3. Constructivist and collaborative approaches significantly and consistently relate to the level of academic performance of Grade 7 students in Araling Panlipunan across written works, performance tasks, and quarterly assessments.
4. Despite strong adoption of innovative pedagogies, structural, contextual, and professional constraints limit the optimal implementation of diverse instructional strategies. The alignment between learner-centered approaches and improved academic performance underscores the importance of sustained pedagogical innovation in Araling Panlipunan instruction.
5. The intervention activities were proposed by the researcher as supplementary materials to enhance the skills of Grade 7 students in Araling Panlipunan.

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