

# School Performance in Araling Panlipunan Among Grade 7 Students in San Miguel 1 District, Surigao Del Sur, Philippines

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Johnlie B. Cañete, ORCID No. 0009-0002-6850-8321

Teacher III, Libas Sud Integrated School, Libad Sud, San Miguel, Surigao del Sur, Philippines

## Abstract

This study investigated the factors influencing school performance in Araling Panlipunan (Social Studies) among Grade 7 students in San Miguel 1 District, Surigao Del Sur, Philippines. A quantitative correlational design was employed, utilizing questionnaires and summative tests to gather data from 442 respondents. The findings revealed a significant positive correlation between the extent of carrying out teaching components, school administration support, and student performance. Effective teaching, which includes strong focus on content, appropriate strategies, and quality instructional materials, was found to be a key factor in improving student outcomes. Additionally, the study highlighted the importance of addressing student challenges like distractions and hunger to improve performance. Based on these, the study recommends several strategies to enhance student outcomes. Prioritizing teacher training can equip educators with the necessary skills to implement effective teaching practices. Implementing strategies to address distractions and providing regular feedback can create a more conducive learning environment. Encouraging student participation and addressing social issues like hunger can further support students' academic growth. By implementing these recommendations, schools can foster a supportive learning environment and significantly improve student performance in Araling Panlipunan. However, further research is needed to explore the generalizability of these findings in different contexts, ensuring that the strategies are applicable and effective in various educational settings.

**Keywords:** Araling Panlipunan, school performance, teaching components, administrative support, instructional materials, Grade 7



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## INTRODUCTION

Central to the philosophy of Basic Education Curriculum, Filipino learners are empowered for lifelong learning. Department of Education envisions its learners to be a person who is Makabayan (patriotic), Makatao (mindful of humanity), Makakalikasan (respectful of nature), and Maka-Diyos (godly). In order to be an empowered lifelong learner, the Department believes that functional literacy is an essential concept that must be incorporated in the new curriculum (Lorbis, 2019).

Teaching Araling Panlipunan is essential and include learning experiences enriched by the use of appropriate tactics and resources that meet the students' potentials and instructional capacities. Araling Panlipunang instruction and learning necessitates a high level of thinking to achieve specific goals, to increase learners' performance.

Araling Panlipunan is a course of study that focuses on human connections and how society functions. It is a portion of a school curriculum that includes classes in history, government, economics, civics, sociology, geography, and anthropology and is focused on the study of social relationships and the functioning of society (Villafranca, 2019). Araling Panlipunan can be assimilated every day, but only a few realize it because it is being taught in classroom as a theoretical subject. Teaching and learning the subject needs them to relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

San Miguel 1 District is one among of the 27 districts in the Schools Division of Surigao Del Sur, Philippines. This district has four secondary schools namely Libas Sud Integrated School, Bolhoon National High School, San Roque National High School, and San Miguel National

High School. Few of the Grade 7 Araling Panlipunan teachers are major in Social Science but most are non- Araling Panlipunan major but teaching Social Science for a long period of time.

With this scenario, the researcher is motivated to conduct this study in order to find out how teachers equip social studies students with the most needed skills, values and abilities to concretize the goal of forming citizens who are aware and actively involved in public and civic affairs, and contributing to the development of progressive, just and humane society especially in San Miguel 1 District, Surigao Del Sur, Philippines.

**Statement of the Problem.** The purpose of this study is to determine the school performance of the Grade 7 Araling Panlipunan students during Fourth Quarter in San Miguel 1 District, Surigao Del Sur, Philippines in SY 2022 – 2023 with identification of problems encountered and remedial measures. It further aims to determine significant relationships between executing the components of the course and the school performance of Grade 7 students as well as between administrative support and the school performance of Grade 7 students.

## LITERATURES

**Challenges and Strategies for Effective Teaching of Araling Panlipunan in the Philippines.** Students develop their understanding of the world, through Araling Panlipunan. They learn about other people and their values in different times, places and conditions. They also develop the perspective of their environment and the process of its advancement. As the learners getting mature, their experiences expand using wider contexts for learning, while maintaining a focal point on the historical, social, geographical, political and economic changes that have shaped the country. This is related to what Baliling (2021) stated in her study that greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Al-Assaf and Samawi (2012) found out that there were significant differences on the level of awareness of Social Studies teachers as to gender, teaching experience but no significant differences as to educational attainment. Two group of learners has difference as to interest and focus in learning intelligences preferences among male and female students revealed significant differences as to intelligence tendencies. Males preferred learning logical and mathematical intelligences activities while female students preferred activities dealing with intrapersonal intelligence. Thereby, an awareness of students' cognitive strengths and weaknesses, an understanding of the multiple ways in which one can represent the world based on Gardner's theory of multiple intelligences, is a crucial beginning of the series of problems that a teacher would encounter in using multiple intelligences strategies in teaching. However, research and educators' experiences, a good number of students are unable to learn the prescribed knowledge and skills unless focused attention is paid to their individual instructional needs (Baliling, 2021) underscored.

Siam and Al-Natour (2016) carried out a study titled "Differentiated Instruction, Professional Teachers Training and Effectiveness of Teachers" and found a positive and proportional relationship between teachers' qualifications and their effectiveness in implementing differentiated instruction.

The frequency of negative mindset in learning Araling Panlipunan among students, difficulty to enrich activities to suit the needs of the students, the lack of opportunity to attend trainings and seminars from updated approaches, methods and techniques, and the lack of supplementary references as well as appropriate materials were just few of the problem's teachers encounter. Teachers must respect the diversity and complexity of their students' race, gender, culture, language ability, and interests in the classroom. Carag (2020) is a word that comes to mind. All of these factors play a role in getting pupils to work and learn in class.

Teachers are thought to be the bright spots in the classroom. Learning is easier when kids are motivated, according to Bangayan-Manera (2019). Motivating kids to learn, on the other hand, is a difficult task for the teacher. Teacher must acquire a sufficient understanding of the curriculum's objectives and standards and teaching skills, interests, appreciation, and ideals. Galiza and Alonzo (2021). He or she must try to guide youngsters or pupils into a wide, full, exciting, and satisfying existence. In order for students to learn effectively in the classroom, the teacher must be able to maintain the interest that drew them to the course in the first place (Ericson, et al., 1978; Pema Dendup, 2020).

**Role of Teachers in Philippine Education.** Before the K to 12 Curriculum was put into law, DepEd has undertaken several fundamental reforms of Curriculum to sustain better performance according to the study of Cuenca (2016). It is also underpinned in the policy reforms as initiative of the department called basic Education Sector Reform Agenda (BESRA 2005 – 2013), the institutionalization of kindergarten as part of basic Education (RA 10157) until RA 10533, the Enhanced basic Education Act of 2013 was enacted.

In the country, as stipulated in the DepEd Discussion Paper (2010), every graduate is inculcated with the respect for human rights and values, notably, Maka-Diyos, Maka-tao, Makabansa, and Maka-Kalikasan. This makes every graduate empowered to effect positive changes in their life and that of others. Teachers are one of the most important components of these educational institutions. Teachers designing activity experiences on planning content that will allow students to experience progressive levels of achievement and in providing students with knowledge, skills and values necessary for the development of citizen participation and civic duties. Teaching practices according to Khader (2013) are closely linked to teachers' strategies, establishing appropriate learning atmosphere and learning activities. The importance of understanding the sources of instructional practices among Araling Panlipunan teachers is noteworthy.

Moreover, as underpinned by Cuenca (2016) that interaction of the group promotes thinking and learning among junior high school students during small group discussion. It shows that in the process of teaching and learning students' present contradictory experiences in the classroom. On the other hand, students have learned to adapt to traditional teacher-centered learning while cooperative learning, students get to know and trust each other, communicate accurately, accept and support each other and resolve conflicts constructively (Igbo, 2005). Encouraging students to reach out to one another to solve problems not only builds collaboration skills but leads to deeper learning and understanding.

On the other hand, the existence of teaching with quality standards advances students achievements and success (DepEd Order No. 43, s. 2023). The teachers' competency reflects the quality and caliber of teachers of a country. The excellence of education in an institution inseparable from the excellence of its faculty. The character of an institution depends heavily on the vigor and commitment of its teaching staff. An institution cannot offer quality education without high caliber and dedicated teachers. This has also been magnanimously believed that teaching competencies are defined as the level of integration of knowledge, skills, and attitudes (Magno, 2013).

Based on the Philippine Education for All (EFA) 2015 National Plan of Action, the Philippine Government has to provide basic competencies to everyone to achieve functional literacy for all. This will be done through the four-component objectives. To achieve these goals, nine urgent and critical tasks categorized into general classes were formulated. One of these tasks is that teachers should promote practice of high-quality teaching.

The DepEd Order titled "National Adoption and Implementation of the Philippine Professional Standards for Teachers" which engage proficiency cognizant to K to 12 Reform, ASEAN Integration, globalization, and the character of 21st Century learners. Relatively, Magno (2013) pointed out that in the Philippines, the set of

teacher competencies are stated as one of the domains of the National Competency Based Teaching Standards (NCBTS). There are seven domains that serve as indicators of teachers' performance. Two of these are related to cultural competence; Social Regard for Learning in which teachers serves as positive role models which describes the social interaction of teachers with students and the Diversity of Learners.

Ali, M.F.B., Ahmad, A.R., and Seman, A.A. (2017), explained that among teachers' knowledge domain is the pedagogical knowledge of the content consisting of knowledge about conception and the purpose of teaching a subject, knowledge on student understanding, knowledge about curriculum and knowledge on teaching strategy. Effective teaching is the result of a teacher's skill in using pedagogy suitable to the needs of his students' learning styles.

According to Darling- Hammond (2017), teachers' competencies may hinder or improve the learning of students with their mastery of the subject matter, communication skills and school-community linkages. She further emphasized the importance of assessing teachers' competencies to meet their full potentials.

Importance of Using Modern Teaching Aids in Social Studies Education. Present day social studies teachers are encouraged and in fact required to use modern teaching aids to teach social studies in order to make classroom more lively, understandable and comprehensively to all learners. Social Studies has been conceptualized and taught in a variety of ways. Too often social studies lessons have been described as boring, uninteresting and unchallenging. This negative and uninspiring state can be turned around through the identification, collection, preparation and utilization of instructional materials and resources by Ololobou (2012).

According to Ololobou, (2012) social studies teachers need to exhibit skill and understanding in the use of some instructional materials for

maximum results. In the class, they can be used to provoke general class discussions or raise issues for in depth class analysis. Therefore, the teacher needs to expose the learners to other print materials such as encyclopedia, new magazines, pamphlets, poems, supplementary readers. Hence, it is very important for all social studies teachers to effectively transmit social studies in the 21st century. It is a common knowledge that education is the key to become productive citizens in our country according to Zhang & Han (2020). Teachers not only be an issuer of educational content but a master curator of learning resources. Teachers should design efficient and effective strategies for continuous engagement of students.

Its undeniably that student performance around the world, especially focused on factors affecting student performance. The topic is exciting even more interesting among researchers, policymakers, educational planners, and program practitioners in developing countries, where the student academic performance is very poor (Thapa, 2015; Shahzadi & Ahmad, 2011). Additional to this, academic performance has been considered as an output of the learning process and its quality (World Bank, 2018). Student academic performance is related to the level of performance in terms of learning-based knowledge, skills, and experience in line with learning objectives of the curriculum. Thus, we cannot neglect the value of academic performance anywhere in the world because it links with social value and means for a successful life in the future (Insah et. al, 2018).

Challenges and Opportunities Faced by the Education Sector in the Philippines during the COVID-19 Pandemic. The DepEd's battle cry "Sulong Edukalidad" adheres to the Basic Education Learning Continuity Plan for School Year 2020-2021. The pandemic, as pointed out has brought changes to the lives and activities of the human race worldwide in ways that were never imagined. The department says over 24 million students are back to school this year, more than 3 million lower than last year's 27.7 million students. This pandemic caused a lot of struggles not only among parents and teachers

but most of all, among learners who have no choice but to persevere.

On developing the 21st century skills, study of Joe (2021) stressed that students across the achievement and socioeconomic spectrum need and deserve motivating, supportive instructional environments, engaging content, and the opportunity to learn in settings that support collaboration with peers, teachers, and the larger world community. Students today live digitally. Therefore, it is necessary to search for appropriate method of teaching Araling Panlipunan lessons in line with 21st century skills. Okon and Archibong (2014) emphasized the importance of instructors resourcing their use of instructional materials when teaching Araling Panlipunan.

Ilan and Oruc (2016) underpinned that the usage of suitable instructional resources when learning Araling Panlipunan, and utilization of technology in education in a practical manner, learning can engage a greater number of students in the process of knowledge growth. Teachers must make it as stimulating, enjoyable, and simple to learn as possible. By making it enjoyable, useful, energetic, and beneficial in approach, there should be a noticeable improvement in the academic performance of the students. This was also reinforced in the published research of Tomines, (2021) that teaching Araling Panlipunan should go beyond the essentials and include learning experiences enriched by the use of appropriate tactics and resources that meet the students' potentials and instructional capacities.

## METHODS

**Research Design.** The researcher utilized the quantitative-correlational design. It used numerical statistics to qualify the school performance among Grade 7 during the Fourth Quarter which included Content and Lesson Objectives, Teaching Strategy and Instructional Materials; Administrative support as to trainings and seminars and the technical assistance extended to the teachers for enhanced Araling Panlipunan instruction.

School performance as to academic aspect, co-curricular activities and extra-curricular activities and suggested measures to enhance school performance in Araling Panlipunan 7. Correlational is concerned in proving the significant relationship between the extent of carrying out the components and the school performance, and significant relationship between administrative support, and the school performance. The result served as the basis for Enhanced School Performance in Grade 7 Araling Panlipunan.

**Location and Respondents of the Study.** San Miguel 1 District, Surigao Del Sur, Philippines has four high schools: the Libas Sud Integrated school, Bolhoon National High School, San Miguel National High School, and San Roque National High School. This also includes the senior high school with different strands. A total of 442 respondents from San Miguel 1 District were employed for this study. These composed of four (4) Grade 7 Social Studies Teachers, and 438 students from School Year 2022 – 2023.

**Instruments.** This inquiry utilized two (2) instruments namely questionnaire, and summative test. The questionnaire assessed the components of Grade 7 Araling Panlipunan as to lesson objectives, contents of the lesson, teaching strategies and instructional material while the Summative Test is a teacher-made test aimed to assess the academic performance of the students, teachers' competency, and measured the enhanced school performance in Grade 7 Araling Panlipunan of the students on the fourth quarter of school year 2022-2023.

**Table 1**  
*Mean Distribution of Carrying out the Components in Teaching Araling Panlipunan 7*

Components	Respondents				Average Weighted Mean	Adjectival Description (AD)	Rank
	Teachers		Students				
	WM	AD	WM	AD			
Kolonyalismo at Imperyalismo sa Silangan at Timog Silangang Asya	4.92	GSTE	4.53	GSTE	4.73	Greatest Extent	1
Ang Nasyonalismo at Paglaya ng mga bansa sa Silangan at Timog Silangang Asya.	4.83	GSTE	4.40	GSTE	4.62	Greatest Extent	4
Ang mga Pagbabago sa Timog at Kanlurang Asya	4.83	GSTE	4.42	GSTE	4.63	Greatest Extent	3
Teaching Strategies	4.75	GSTE	4.48	GSTE	4.62	Greatest Extent	4
Instructional Materials	4.65	GSTE	4.48	GSTE	4.57	Greatest Extent	5
Contents and Lesson Objectives	4.86	GSTE	4.45	GSTE	4.66	Greatest Extent	2

Legend: 4.21 - 5.00 (Greatest Extent/GSTE); 3.41 - 4.20 (Greater Extent/GRTE); 2.61 - 3.40 (Less Extent/LSE); 1.81 - 2.60 (Least Extent/LSTE); 1.00 - 1.80 (No Extent At All/NEAA)

Table 1 shows the summary of the extent of carrying out the components in the teaching of Araling Panlipunan 7. Overall, the Extent as to Contents and Lesson Objectives on Kolonyalismo at Imperyalismo sa Silangan at Timog Silangang Asya has a weighted mean of 4.73 (Greatest Extent). This suggests that the students lead in their in-depth discernment on the culture influence of the western countries especially in the walks of life, culture, education and arts of the people in Asia (Reyes & Santos, 2019). In a study of Dela Cruz (2018), it was observed that teachers who had effectively carried out the components of teaching in Araling Panlipunan 7 had a positive impact on student achievement. The study found that students who were exposed to a comprehensive coverage of content and clear lesson objectives achieved higher scores on assessments compared to those in classrooms with less extensive implementation.

On the same table yielded a pooled mean of 4.62 (Greatest Extent) on Ang Nasyonalismo at Paglaya ng mga bansa sa Silangan at Timog Silangang Asya. This result is supported by the study conducted of Garcia (2020) where the components of teaching Araling Panlipunan 7 were carried out to the greatest extent, hence, students developed a deeper understanding of the subject matter. Students also realized the existence of women leaders at present, who can responsibly lead their organization on their respective communities based on the spirit of peace, unity and progress of their community constituents.

It can also be gleaned that Ang mga Pagbabago sa Timog at Kanlurang Asya obtained an overall mean of 4.63 (Greatest Extent). Moreover, the table shows that the Extent of Carrying out the Components in the teaching of Araling Panlipunan 7 as to Instructional Materials has a weighted mean of 4.57 (Greatest Extent). This indicates that the use of instructional materials in teaching social studies is generally effective in achieving the lesson objectives and in imparting knowledge to the students.

Table 1 also showed the Extent of Carrying out the Components in teaching Araling Panlipunan

7. It can be gleaned that, as to Contents and Lesson Objectives, the respondents rated highly effective (M=4.66/Greatest Extent) in achieving the expected learning outcomes and imparting knowledge to the students. This underscores the importance of comprehensive and well-designed lesson objectives and contents in the teaching of social studies. The result also highlighted the effectiveness of the teaching strategy (M=4.62/Greatest Extent) which may include the use of interactive instruction, various teaching strategies, and appropriate instructional materials (M=4.57/Greatest Extent). These factors may have contributed to the overall effectiveness of the teaching approach. The results of this study corroborated with the results of the study of Chen, Li and Liu (2019) on the effects of curriculum reform on students' achievement in social studies. The results showed that well-designed and implemented curriculum reform significantly improved students' achievement in social studies. The study also emphasized the importance of clear and measurable learning objectives, appropriate instructional materials, and effective teaching strategies in achieving the desired learning outcomes. Furthermore, Shectman and Mulhern (2015), also supported the results of this study in which in their study they found that high-quality curriculum materials had a positive effect on student achievement in social studies. The study also emphasized the importance of aligning curriculum materials with clear and measurable learning objectives, as well as providing teachers with adequate support and training to effectively use the materials. Lastly, Reyes and Santos (2019) conducted a study on evaluating the effectiveness of the K-12 social studies 7 curriculum in the Philippines in terms of its contents and lesson objectives. The results of the study showed that the topics have been carried out effectively in terms of its contents and lesson objectives. The majority of the students reported that they were able to understand the topics and that the lessons were relevant to their daily lives. The teachers also reported that they were able to achieve the lesson objectives and that the teaching approach used was effective. However, the study also identified areas for improvement,

such as the need for additional resources and professional development for teachers to enhance their teaching skills and knowledge. Overall, the study suggests that the K-12 social studies curriculum is effective in achieving its contents and lesson objectives.

**Table 2**  
*Mean Distribution of Administrative Support for Teachers in Araling Panlipunan 7*

Components	Respondents				Average Weighted Mean	Adjectival Description (AD)	Rank
	Teachers		Students				
	WM	AD	WM	AD	Mean	(AD)	
Training and Seminars	4.75	A	-	-	4.75	Always	1
Technical Assistance	4.08	O	4.30	A	4.19	Oftentimes	2

Legend: 4.21 - 5.00 (Always/A); 3.41 - 4.20 (Oftentimes/O); 2.61 - 3.40 (Sometimes/S); 1.81 - 2.60 (Rarely/R); 1.00 - 1.80 (Never/N)

Table 2 showed that the extent of administrative support for teachers in Araling Panlipunan 7 as to seminars and training is high, with a weighted mean of 4.75 (Always), indicating that the school administration provides regular opportunities for teachers to participate in professional development activities. This result is consistent with research that highlights the importance of continuous professional development for teachers to enhance their knowledge, skills, and teaching practices. Providing regular trainings and seminars can also help teachers stay up to date with the latest teaching strategies and technologies, which can improve students' learning outcomes. Moreover, the results further showed that the administrative support for teachers in Araling Panlipunan 7 as to seminars and training is effective in providing teachers with new ideas and knowledge/skills that are useful to their teaching profession. Yoon and Karaman (2016), supported the result of this study in which they investigated the impact of professional development on teachers' use of interactive teaching strategies and found that the professional development program significantly increased teachers' use of interactive teaching strategies. The study also highlighted the importance of ongoing support and follow-up to sustain the effectiveness of the professional development program.

On the other hand, the extent of administrative support for teachers in Araling Panlipunan 7 as to technical assistance has a weighted mean of

4.19 (Oftentimes). This result indicates that the school administration provides technical assistance to teachers. Part of the components of technical assistance is the provision of technological gadgets in teaching the subject. This indicates that the school administration recognizes the importance of integrating technology in teaching and learning and provides the necessary support to teachers to effectively use technological gadgets in teaching Araling Panlipunan 7. This is a positive finding as technology can enhance students' engagement, motivation, and learning outcomes. This is supported by Dela Cruz and De Guzman (2019) where they found that technology integration in teaching Araling Panlipunan can significantly enhance students' learning outcomes, including knowledge acquisition, critical thinking, and problem-solving skills. The study also highlighted the importance of providing technical assistance and support to teachers to effectively integrate technology in their teaching practices. However, there is still room for improvement in terms of providing support for other areas such as academic excursions and trips. It is important for the school administration to continuously assess and address the needs of teachers and students to provide effective support and enhance the quality of education. This can include providing ongoing support, access to technology resources, and opportunities for collaboration and sharing of best practices.

**Table 3**  
*Mean Percentage Distribution of School Performance*

Name of School	Mean Percentage Score (MPS)	Descriptive Equivalent	Rank
Bolhoon NHS	78.6%	Proficient	4
Libas Sud IS	80.9%	Proficient	2
San Roque NHS	79.5%	Proficient	3
San Miguel NHS	83.5%	Proficient	1
Average MPS	80.63%	Proficient	

Legend: 100-90 (Highly Proficient); 89-75 (Proficient); 74-50 (Nearly Proficient); 49-25 (Low Proficient); 24-0 (Not Proficient)

Table 3 provides valuable information on the school performance of students in terms of academic performance in the 4th quarter. The table shows that all of the schools (Bolhoon National High School, Libas Sud Integrated School, San Roque National High School, and San Miguel National High School) have a mean

percentage score (MPS) that falls under the adjectival description of "Proficient". Specifically, Bolhoon National High School got 78.6%, Libas Sud Integrated School got 80.9%, San Roque National High School got 79.5%, and San Miguel National High School got 83.5%. These results positively suggest that the students in all of the schools performed well academically in the 4th quarter. The high MPS scores indicate that the students have a good understanding of the subject matter and have demonstrated mastery of the topics covered in the exam. This reflects positively on the quality of education provided by the schools, as well as the effectiveness of the teaching strategies and methodologies used by the teachers. Furthermore, the fact that all of the schools have a superior adjectival description implies that there is a consistent level of academic performance among the students across the different schools. This is an important observation as it suggests that the quality of education provided is not limited to a particular school but is rather a reflection of the overall education system in the district. Overall, the results suggest that the students in all of the schools have performed well academically in the 4th quarter, indicating a high level of academic excellence and quality education. However, it is important for schools and teachers to continuously assess and improve their teaching practices and methodologies to ensure that students are consistently achieving high academic performance and mastering the subject matter.

**Table 4**  
*Mean Distribution of Student Performance in Curricular Activities*

Components	Respondents				Weighted Mean (WM)	Adjectival Description (AD)	Rank
	Teachers		Students				
	WM	AD	WM	AD			
Co-curricular Activities	4.59	GSTE	4.44	GSTE	4.52	Greatest Extent	2
Extra-curricular Activities	4.64	GSTE	4.66	GSTE	4.65	Greatest Extent	1

Legend: 4.21 – 5.00 (Greatest Extent/GSTE); 3.41 – 4.20 (Greater Extent/GRTE); 2.61 – 3.40 (Less Extent/LSE); 1.81 – 2.60 (Least Extent/LSTE); 1.00 – 1.80 (No Extent at All/NEAA)

Table 4 provides important information on the school performance of students in terms of curricular activities. The table shows that the overall weighted mean for co-curricular activities is 4.52 (Greatest Extent), indicating that the schools provide strong support and

opportunities for students to participate in various co-curricular activities. This is a positive finding as co-curricular activities play an important role in the holistic development of students, helping them to develop their skills, talents, and interests beyond academic learning. Furthermore, the results support the generated findings that co-curricular activities play an important role in the holistic development of students and can have a positive impact on their academic achievement. The prioritization of student government and leadership programs in the schools, can contribute to the development of students' leadership skills and civic engagement. In the study of Sangco (2015), it was found that there is a significant positive relationship between co-curricular activities and the academic performance of junior high school students in the subject of Araling Panlipunan. The results showed that students who participated in co-curricular activities had higher grades in Araling Panlipunan compared to those who did not participate. The study also found that students who participated in more cocurricular activities tended to have higher grades in Araling Panlipunan than those who participated in fewer activities.

On the same table presents the school performance of students in terms of their participation and involvement in various extra-curricular activities. The average weighted mean for extra-curricular activities is 4.65 (Greatest Extent). This result highlights a pooling of various activity indicators which provided insights into the level of student engagement and the extent to which they benefit from these activities. Observably, extra-curricular activities gained the highest mean indicating that the school has performed well in delivering the type of extra-curricular activities which the students need for their holistic learning. Several studies have explored the benefits of student participation and involvement in the Barangay/Municipal Clean and Green Program as an extra-curricular activity. Eyler and Giles (1999) found that community service learning, which includes environmental programs, positively influences student engagement, academic achievement,



and civic responsibility. Chen and Liu (2012) discovered that a school-based environmental education program, including participation in clean and green initiatives, fosters pro-environmental attitudes and behaviors among students. Additionally, Rickinson (2004) conducted a meta-analysis that demonstrated the positive effects of environmental education programs, including community-based initiatives, on students' environmental knowledge, attitudes, and behaviors.

**Table 5**  
*Relationship Between the Extent of Carrying Out the Components in Teaching of Araling Panlipunan and the School Performance of the Grade 7 Students in 4th Quarter*

Pair of Variables/Respondents	n	Correlation Value	Remark	P-value	Interpretation
Extent of Carrying Out the Components in Teaching of Araling Panlipunan and the School Performance of the Grade 7 Students during the 4 <sup>th</sup> Quarter	369	0.71077	High Positive Correlation	0.00001	Significant

Legend: +0.90 to +1.00 (Very High Positive/Negative Correlation); +0.70 to +0.90 (High Positive/Negative Correlation); +0.50 to +0.70 (Moderate Positive/Negative Correlation); +0.30 to +0.50 (Low Positive/Negative Correlation); 0.00 to +0.30 (Negligible Correlation)

It can be seen from Table 5 that there is a significant positive correlation between the extent of carrying out the components in teaching Araling Panlipunan and the school performance of grade 7 students during the 4th quarter. The correlation coefficient of 0.71077 indicates a strong positive relationship between the two variables. Thus, the null hypothesis is rejected. There is a significant relationship between the extent of carrying out the components in teaching Araling Panlipunan and the school performance of grade 7 students during the 4th quarter. This finding supports the idea that the quality of teaching in Araling Panlipunan has a direct impact on the academic performance of students. When teachers effectively carry out the components of teaching Araling Panlipunan, such as providing clear and comprehensive instruction, using appropriate teaching strategies, and assessing student learning, students are more likely to perform well in school. Therefore, it is important for schools to invest in teacher training and development to ensure that teachers are equipped with the necessary skills and knowledge to provide high-quality instruction in Araling Panlipunan. Furthermore, this finding has implications for educational policy and practice in the Philippines. It highlights the importance of prioritizing and investing in the

teaching of Araling Panlipunan as a core subject in the curriculum. This includes providing teachers with the necessary resources and support to effectively carry out the components of teaching Araling Panlipunan, such as textbooks, instructional materials, and professional development opportunities.

The above result is supported by Santos and De Jesus (2018), in which they found that the use of effective teaching strategies, such as cooperative learning and inquiry-based instruction, had a positive impact on the academic performance of Grade 7 students in Araling Panlipunan. The results suggest that when teachers use appropriate teaching strategies, students are more engaged and motivated to learn, leading to improved academic outcomes. This supports the idea that the quality of teaching is a critical factor in determining student performance in Araling Panlipunan. Garcia and Tandoc (2019) further supported the results of this study in which their findings revealed that the use of active learning strategies, such as group work and class discussions, had a significant positive impact on student performance. The study also found that teachers who provided clear and comprehensive instruction and used appropriate assessment methods had a positive effect on student performance. These results are consistent with the idea that effective teaching practices in Araling Panlipunan are essential for improving student academic outcomes.

**Table 6**  
*Relationship Between Administrative Support and School Performance of the Grade 7 Students*

Pair of Variables/Respondents	n	Correlation Value	Remark	P-value	Interpretation
Extent of Administrative Support and the School Performance of the Grade 7 Students during the 4 <sup>th</sup> Quarter	369	0.65837	Moderate Positive Correlation	0.00001	Significant

Legend: +0.90 to +1.00 (Very High Positive/Negative Correlation); +0.70 to +0.90 (High Positive/Negative Correlation); +0.50 to +0.70 (Moderate Positive/Negative Correlation); +0.30 to +0.50 (Low Positive/Negative Correlation); 0.00 to +0.30 (Negligible Correlation)

Table 6 shows that there is a significant positive correlation between administrative support and the school performance of Grade 7 students during the 4th quarter. The correlation coefficient of 0.65837 indicates a moderately strong positive relationship between the two variables. Therefore, the null hypothesis is

rejected, confirming that there is indeed a significant relationship between administrative support and the school performance of Grade 7 students during the 4th quarter. This finding suggests that administrative support plays an important role in improving student academic performance. When schools provide administrative support to teachers and students, such as adequate resources, facilities, and services, students are more likely to perform well in school. This includes providing teachers with the necessary materials and resources to effectively teach and assess student learning, as well as providing students with a safe and conducive learning environment. Furthermore, this finding has implications for educational policy and practice in the Philippines. It highlights the importance of investing in school infrastructure and resources, as well as providing sufficient administrative support to ensure that teachers and students have access to the necessary tools and services to support learning. This includes providing schools with adequate funding, staffing, and facilities, as well as ensuring that administrative policies and practices are aligned with the needs of teachers and students. The significant positive correlation between administrative support and the school performance of Grade 7 students during the 4th quarter underscores the importance of providing schools with the necessary resources and support to improve student academic outcomes.

The results of this study corroborated with the study of Bautista and Aguirre (2018) in which they found out that schools with higher levels of administrative support had significantly higher student academic performance. The study suggested that administrative support, including school resources and facilities, staffing, and policies, plays a crucial role in student academic achievement. Moreover, Zhang and Han (2020), also supported the results in which they suggested that investing in school administrative support can help to narrow the achievement gap between high- and low-performing students, which has important implications for educational equity and social justice.

Table 7  
*Mean Distribution of Problems Encountered in Carrying Out Instruction and in Enhancing Learning Abilities of Grade 7 students in Araling Panlipunan*

Indicatore	Respondents				Average Weighted Mean	Adjectival Description	Rank
	Teachers		Students				
	WM	AD	WM	AD			
1. Some students struggle on time ...	4.75	MSTS	4.68	MSTS	4.72	Most Serious	3
2. Some students are not able to read ...	4.50	MSTS	4.61	MSTS	4.56	Most Serious	5
3. Students have difficulty seeking ...	4.75	MSTS	4.33	MSTS	4.54	Most Serious	7
4. Some students are deficient in critical ...	4.50	MSTS	4.42	MSTS	4.46	Most Serious	8
5. Some students are not inquisitive to ...	4.75	MSTS	4.34	MSTS	4.55	Most Serious	6
6. 5. Some students fear the showcase ...	4.75	MSTS	4.47	MSTS	4.61	Most Serious	4
7. Some students lack interest ...	4.75	MSTS	4.74	MSTS	4.75	Most Serious	2
8. Some students experience hunger and ...	4.50	MSTS	4.33	MSTS	4.42	Most Serious	10
9. Some students of collaborative ...	4.50	MSTS	4.39	MSTS	4.45	Most Serious	9
10. Some students' experience ...	5.00	MSTS	4.76	MSTS	4.88	Most Serious	1
Average Weighted Mean	4.68	MSTS	4.51	MSTS	4.60	Most Serious	

*Legend: 4.21 - 5.00 (Most Serious / MSTS); 3.41 - 4.20 (More Serious / MRS); 2.61 - 3.40 (Less Serious / LSS); 1.81 - 2.60 (Least Serious / LSTS); 1.00 - 1.80 (Not Serious at All / NSAA)*

Table 7 provides valuable insights into the problems encountered in carrying out instruction and in enhancing learning abilities of Grade 7 students in Araling Panlipunan. The overall weighted mean of 4.60 (Most Serious) indicates that these problems are significant and need to be addressed in order to improve student learning outcomes. Indicator 10, which states that some students experience multiple distractions such as social media, friends, phone, video games, and outings, ranked 1 with a weighted mean of 4.88 (Most Serious). This finding is not surprising given the pervasiveness of technology and social media in today's society. The constant barrage of notifications and updates can be a major distraction for students, making it difficult for them to focus on their studies. Additionally, socializing with friends and engaging in leisure activities can also take away from study time. This highlights the need for schools and parents to work together to help students manage their time effectively and create a conducive learning environment. Alzahrani and Alghamdi (2019) supported this result in which the findings of their study showed that social media use had a significant negative impact on academic performance. Students who spent more time on social media had lower GPAs and were more likely to experience distractions during their studies. This supports the finding in Table 8 where distractions, such as social media, are a serious problem that affects the learning abilities of Grade 7 students in Araling Panlipunan. The study suggests that schools and parents need to work together to help

students manage their time effectively and reduce the amount of time spent on social media and other distractions, in order to improve academic performance.

On the other hand, Indicator 8, which states that some students experience hunger and are less likely to perform well in school, ranked last with a weighted mean of 4.42 (Most Serious). While this finding is concerning, it is important to note that it is still considered a significant problem that needs to be addressed. Hunger can have a negative impact on cognitive function, making it difficult for students to concentrate and learn effectively. Schools and communities need to work together to ensure that students have access to nutritious meals on a regular basis. Glewwe and Olinto (2004), further supported the result in which they found out that providing students with a nutritious breakfast significantly increased school attendance. Students who had access to a nutritious breakfast were less likely to miss school due to illness or hunger and were better able to concentrate and learn. The study suggests that schools and communities need to work together to ensure that students have access to nutritious meals on a regular basis, in order to improve school attendance and academic performance. Sulaiman and Hussin (2019), also found out that distractions, such as social media, friends, phone, and video games, were significant predictors of poor academic performance. The study also found that hunger and lack of sleep were other factors that negatively impacted student learning.

**Table 8**  
*Mean Distribution of Remedial Measures to Improve Academic Performance of Grade 7 students in Araling Panlipunan*

Indicatore	Respondents		Average Weighted Mean	Adjectival Description	Rank
	Teachers	Students			
	WM	AD			
1. The school should provide ...	5.00 MSTR	4.72 MSTR	4.86	Most Recommended	3
2. Identify students' ...	4.50 MSTR	4.43 MSTR	4.47	Most Recommended	9
3. The school should implement teacher's ...	5.00 MSTR	4.73 MSTR	4.87	Most Recommended	2
4. The government formulate policies for continuing ...	4.75 MSTR	4.33 MSTR	4.54	Most Recommended	8
5 The teacher should be equipped ...	5.00 MSTR	4.75 MSTR	4.88	Most Recommended	2
6. Teachers should adopt different ...	5.00 MSTR	4.60 MSTR	4.80	Most Recommended	4
7 The schools should develop ...	4.50 MSTR	4.65 MSTR	4.50	Most Recommended	7
8 Publish students' work on a course website ...	4.76 MSTR	4.69 MSTR	4.72	Most Recommended	6
9. Give students written comments on the strengths ...	4.50 MSTR	4.38 MSTR	4.44	Most Recommended	10
10. Hold some classroom ...	4.75 MSTR	4.73 MSTR	4.74	Most Recommended	5
Average Weighted Mean	4.78 MSTR	4.60 MSTR	4.69	Most Recommended	

Legend: 4.21 - 5.00 (Most Recommended / MSTR); 3.41 - 4.20 (More Recommended / MRR); 2.61 - 3.40 (Less Recommended / LSR); 1.81 - 2.60 (Least Recommended / LSTR); 1.00 - 1.80 (Not Recommended at All/NRAA)

Table 8 presents the suggested remedial measures to improve the academic

performance of Grade 7 students. The table shows that the overall weighted mean of the suggested remedial measures is 4.69 (most recommended). This indicates that the suggested remedial measures are highly effective in improving the academic performance of the Grade 7 students in Araling Panlipunan 7. Indicator 5, which is "The teacher should be equipped with subject and pedagogical knowledge, skills, and supporting attitudes and values," has the highest weighted mean of 4.88 (most recommended). This suggests that the teachers' knowledge, skills, attitudes, and values are crucial in improving the academic performance of the students in Araling Panlipunan 7. Teachers who are well-equipped with subject and pedagogical knowledge, skills, and attitudes can effectively deliver the lessons and help students understand the subject matter better, leading to improved academic performance. In the study of Grossman, Hammerness and McDonald (2009), it was suggested that effective teaching requires a deep understanding of the subject matter, as well as the skills and pedagogical strategies needed to effectively engage students and promote their learning. They also mentioned that teachers' attitudes and values play an important role in promoting student learning and academic success. Teachers who are committed to their students' learning and development, and who have a positive attitude towards teaching, are more likely to create a positive learning environment that fosters student engagement and academic achievement. Darling- Hammond (2017), also supported this claim that teacher education programs should focus on developing teachers' subject matter knowledge and pedagogical skills, as well as promoting their attitudes and values towards teaching and learning.

Although ranked last, Indicator 9, which is "Give students written comments on the strengths and weaknesses of their tests/papers," has a weighted mean of 4.44 (most recommended). This indicates that providing students with written comments on their tests and papers is an effective way to improve their academic performance. Written comments allow students to understand their strengths and weaknesses,

and they can use this feedback to improve their performance in future assessments. The study also found that providing students with written comments on their tests and papers was an effective way to promote self-reflection and self-improvement among students. The written comments helped students identify their strengths and weaknesses, and they were able to use this information to develop better study habits and improve their academic performance. The study suggests that teachers in the Philippines should continue to use written comments as a feedback practice to help their students achieve better academic results and promote their overall learning and development. The suggested remedial measures in are highly recommended to improve the academic performance of students in Araling Panlipunan 7. Teachers' subject and pedagogical knowledge, skills, attitudes, and values are crucial in delivering effective lessons and helping students understand the subject matter better. Providing students with written comments on their tests and papers is also an effective way to help them improve their academic performance. These recommended measures can be implemented by schools and teachers to help their students achieve better academic results.

Recommendations. Based on the findings and conclusions presented, the following recommendations are suggested:

1. Prioritize teacher training and development: Providing teachers with subject and pedagogical knowledge, skills, and supporting attitudes and values can significantly improve academic performance. Schools should invest in teacher training programs and provide opportunities for teachers to enhance their teaching skills.
2. Address distractions faced by students: social media, friends, phone, video games, and outings are considered the most serious problems affecting the performance of Grade 7 students. Schools should implement policies and strategies to minimize these distractions and promote a more focused learning environment.
3. Provide written feedback to students: Providing written feedback to students on their tests and papers is highly recommended and can help students improve their academic performance. Teachers should be encouraged to provide constructive feedback to students on a regular basis. Based on the findings, it is recommended that educators and administrators focus on enhancing student participation and engagement in extra-curricular activities. The "Participation and Involvement in the Barangay/Municipal Clean and Green Program" can serve as a model for designing activities that effectively engage students. Implementing similar programs that align with the interests and values of the students can foster a sense of ownership and commitment. Additionally, it is important to evaluate the current structure and delivery of "Field Trips and Excursions related to lesson tackled" to identify potential areas for improvement and increase student participation. Regular feedback from students and teachers can provide valuable insights for refining these activities and ensuring they align with the learning objectives. By prioritizing student engagement and continuously improving the design and implementation of extra-curricular activities, educators can create a more enriching and impactful learning environment for students.
4. Address other issues affecting academic performance: While hunger ranked last it is still considered the most serious problem affecting academic performance, it is still a significant issue. Schools should take steps to address this issue, such as providing school meals or partnering with local organizations to provide food assistance to students in need.
5. Based on the findings of this study, it is recommended to conduct another study related to this topic but with a different area. This will help to confirm the generalizability of the findings and provide a more comprehensive understanding of the factors affecting academic performance among Grade 7 students in different areas.

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