

Research Article

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Mediators of Teaching Strategies and Students' Academic Performance in Social Studies: A Mediation Analysis

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Abstract

Background/purpose. This study examines the mediating variables between instructional practices and the academic achievement of Grade 10 students in Social Studies in the Philippines. The research highlights the need for effective teaching methods to improve learning results and acknowledges students' difficulties in interacting with the subject.

Materials/methods. This study employs a descriptive-correlational design and utilizes mediation analysis to investigate the relationship between diverse teaching strategies and students' academic performance, concentrating on mediators such as student perceptions, engagement, interest, and attitudes toward the subject. A cluster sampling technique was employed to recruit participants from integrated schools in Cabanatuan City. Data were gathered using a validated survey instrument, and statistical analyses were performed to evaluate the correlations between teaching styles and academic performance.

Results. The data indicate that students view lecture tactics favourably, especially those promoting critical thinking and comprehension of intricate subjects. Cooperative learning and technology integration garnered positive comments, improving communication skills and collaboration. Disparities in comprehension levels were observed, highlighting the necessity for customized educational approaches to address varied learning styles.

Conclusion. The study underscores the importance of continuous professional development for educators through teacher-led workshops and the integration of experiential learning modules to foster a dynamic, student-centred educational environment. These initiatives aim to deepen students' understanding of the subject matter and enhance their critical thinking skills, contributing to the broader goals of quality education and sustainable development. Notably, the study offers valuable policy-level insights by advocating scalable and adaptable strategies that can be implemented across diverse educational contexts, thereby supporting systemic improvements in teaching and learning.



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1. Introduction

In the rapidly evolving landscape of the modern world, education serves as a guiding light, illuminating pathways for personal growth and societal advancement. The true strength of education lies not merely in its availability but in its quality—recognized as a fundamental human right. Educators play a pivotal role in realizing this vision by equipping students with the competencies to navigate and contribute to a complex and changing world. Their instructional strategies function as essential conduits for imparting knowledge, enhancing both clarity and effectiveness in the learning process. Beyond transmitting information, teachers shape cognitive and social skills that are critical for academic and lifelong success.

Within this broader educational framework, Social Studies emerges as a core subject in the K–12 curriculum under the Philippines' Enhanced Basic Education Program. It emphasizes critical thinking, analysis, and application over rote memorization. This paradigm shift aims to prepare learners to become informed, responsible, and active citizens in a democratic society. However, despite these objectives, Social Studies is frequently perceived by students as monotonous, repetitive, and disconnected from real-life concerns—perceptions that can negatively affect their academic performance (Mensah, 2019).

Several studies have underscored the importance of innovative and engaging instructional methods in Social Studies to counteract these perceptions. Iwuamadi (2013) advocated for creative pedagogical approaches to promote critical thinking, while Ganyaupfu (2013) emphasized that inadequate instructional strategies significantly contribute to students' academic underperformance. These findings highlight a critical need to design instructional approaches that are aligned with educational objectives, content demands, and students' diverse learning profiles.

Despite this growing awareness, gaps remain in the literature regarding the specific mechanisms by which instructional strategies influence academic outcomes, particularly in Social Studies. While some research suggests the need for novel teaching techniques, other studies have examined causal links between teaching methods and student achievement. One such study by Angbing (2014) noted that students taught by specialized, qualified educators consistently outperformed those taught by non-specialists. This raises the possibility that teacher specialization may act as a mediating variable between pedagogical strategies and student performance—an area that remains underexplored.

Addressing this gap, the present study investigates the complex relationship between pedagogical tactics and academic performance in Social Studies among Grade 10 students. Specifically, it examines the potential mediating role of teacher specialization. To accomplish this, the study employs mediation analysis—a robust statistical method used to uncover the mechanisms through which one variable influences another. This technique not only identifies causal and temporal relationships but also provides insight into the processes that underpin observed outcomes.

A detailed analysis process was followed to ensure methodological rigour. Data were collected using validated survey instruments and academic performance records, and analyzed using Baron and Kenny's (1986) mediation model, followed by the Sobel test for significance. This approach was chosen for its ability to assess both direct and indirect effects, allowing a nuanced understanding of how pedagogical strategies may influence student achievement through intermediary factors such as specialization. The rationale for selecting this method lies in its capacity to offer clarity on complex educational dynamics that traditional correlational analyses might overlook.

The implications of this study are significant. The research contributes to more effective instructional planning and professional development programs by elucidating the pathways through which teaching strategies affect academic outcomes. It also offers valuable insights for policymakers seeking to implement evidence-based reforms in teacher training and curriculum development.

Ultimately, this study supports the realization of Sustainable Development Goal (SDG) 4: Quality Education by promoting inclusive and equitable learning opportunities. Moreover, its emphasis on collaboration among educators, policymakers, and stakeholders aligns with SDG 17: Partnership for the Goals—underscoring the importance of collective action in achieving educational transformation.

Through its examination of instructional methods, teacher specialization, and student achievement, this research seeks to fill existing gaps in the literature and inform future studies and practical applications. The researchers aim to contribute meaningfully to the discourse on educational quality and equity, helping to shape a more sustainable and prosperous future for all.

Statement of the Problem

This study seeks to identify the mediators between teaching strategies and student's academic performance in Social Studies. Specifically, this study aims to answer the following;

1. How may the teaching strategies employed by the teachers be described?
2. How may the student's academic performance in social studies be described considering their performance in Teacher-Made Tests in Social Studies?
3. How may the following mediators be described in terms of;
 - 3.1. Students' perception of Araling Panlipunan
 - 3.2. Students' engagement in Araling Panlipunan
 - 3.3. Students' interest to Araling Panlipunan
 - 3.4. Students' attitude in learning Araling Panlipunan
4. Is there a significant relationship between the teaching strategies employed by social studies teachers and the mediators in the students' academic performance in social studies?
5. Which of the following variables is a mediator between teaching strategies and academic performance in social studies?

2. Literature Review

2.1. Instructional Strategy

A strategy is a goal-oriented, human-designed plan. Athapaththu (2016) defines a strategy as a plan to attain goals and objectives. Teaching has learning goals. Teachers need a range of teaching methods to teach students. Strategy is usually related to goals because teachers need them to teach. Khairuzzanila (2021) described teaching strategy as an activity plan a teacher utilizes to help students reach academic goals. Teaching tactics help students understand tough lessons. According to Sari and Zainil (2020), a teacher's approach can help students in class.

Teaching and motivating students are the teacher's key duties. PhilSchlecty (2013) says pupils who understand the content are more engaged and have several attributes. These include an attraction to effort, a determination to persevere despite challenges, and a distinct sense of satisfaction while completing duties. A teacher can also use various methods to assist students in understanding essential concepts by determining which ones work best for them.

The major distinction between teacher-centered and student-centered is focus. Teachers offer necessary information, which students passively accept. Serin (2018) states that teachers manage the learning experience and limit student interaction and thought. Student-centred activities include cooperating, communicating, and interacting. The instructor guides learning. Students can collaborate and learn in pairs or groups (Emaliana, 2017).

Social studies teachers use various methods to engage students and promote civic engagement, critical thinking, and multiculturalism. Discussion, role-playing, technological integration, cooperative learning, and multimedia are common social studies teaching methods.

2.2. Direct Lectures

According to Abdulbaki, Suhaimi, Alsaqqaf, and Jawad (2018), lectures are the most effective teaching method for many students, especially when there is a significant knowledge gap between the lecturer and the audience and when conveying conceptual knowledge. Direct presentation makes the method ideal for addressing comprehension gaps and teaching complicated subjects to various students.

Under such conditions, authoritative and structured lectures can boost understanding and speed learning. Developing effective teaching strategies to make lectures more engaging, lively, and interesting for students would reduce their drawbacks, which include passivity, limited information retention, and restrictions on higher-order thinking. This would also allow lecturers to closely monitor student learning from lectures (Abdulbaki et al., 2018). Creative teaching strategies can make lectures more engaging and effective.

Lectures can cause passivity, inhibit higher-order thinking, and limit knowledge retention. This strategy aims to reduce these consequences. Improved lectures allow teachers to assess students' learning closely. In addition, Abdulbaki et al. (2018) emphasize the lecturer's role in teaching. The lecture technique emphasizes the lecturer as the students' primary source of knowledge. This strategy makes pupils passive and puts the instructor in charge of presenting and explaining the content. According to Ijoyah et al. (2015), the lecture method saves time, is easy to prepare, and can teach numerous students at once.

Students must actively investigate and apply the material in real time, which takes more cognitive engagement than listening to lectures and improves understanding. Despite criticism of lectures, colleges have not found viable substitutes for most of their courses (Paul, 2015). Lectures have been criticized, yet institutions often struggle to find alternatives for most courses. This suggests that even while lectures are not flawless, higher education still struggles to find and implement workable substitutes that suit course needs. The lecture style focuses on how students are given and taught the subject (Abdulbaki et al., 2018).

The lecture method focuses on teaching and explaining. This method emphasizes learning by having the instructor speak. Interaction and engagement are often limited because the goal is information dissemination rather than conversation or active participation. According to Afurobi, Obiefuna, Izuagba, and Ifegbo (2015), our post-secondary lecturers use the teacher-centred lecture style, which assumes pupils are passive and learning is surface-level. Teacher-centred lectures make students passive learners who absorb knowledge without contributing. Students that are passive may only have a basic comprehension of the subject since they may not be actively applying concepts or thinking critically. The sources underscore the need for more interactive and engaging teaching approaches by exposing the potential drawbacks of intensive lectures in higher education.

2.3. Cooperative Learning

Cooperative learning helps kids gain academic and social skills. Understanding cooperative learning helps improve classroom socialization. The literature shows that cooperative learning is the most popular student-centred strategy (Yeşilpnar-Uyar & Doanay, 2018). The cooperative learning method is used to engage students in Social Studies, improving their academic performance and attitudes. Numerous experiments in the literature have shown how cooperative learning methods affect Social Studies performance. Toklucu, S. K., & Bayram, T.A.Y. (2016) found that cooperative learning and systematic instruction improved social studies accomplishment and retention. These

data suggest using cooperative learning and structured teaching to increase social studies academic achievement and retention. Johnson and Johnson (2017) studied how cooperative learning affects student achievement. Their study indicated that cooperative learning students performed better academically and retained more than traditional learners. Gillies (2016) examined how cooperative learning improves social and communication abilities. According to the study, cooperative learning increases academic performance, interpersonal connections, and teamwork. Sharan and Sharan (2015) examined cooperative learning and student involvement. According to their research, cooperative learning practices motivate and engage students, creating a more inclusive and engaging classroom.

Cavanagh (2018) discovered that cooperative learning improved social studies retention. Social conflict management in groups is also difficult. Conflict resolution and group dynamics talks can help students resolve these challenges (Deutsch, 2019). Cooperative learning has many benefits, yet unequal involvement might occur. Some students may lead discussions, while others are less interested. Teachers can reduce this by providing tasks to groups to ensure participation (Kagan, 2019). According to López's 2019 research, diverse classrooms should embrace cooperative learning to enhance inclusivity and student participation. According to her research, these strategies promote fair engagement and student belonging. Gunter investigates how technology might aid cooperative learning. In 2019, she investigated how digital technologies might increase student engagement and collaboration, fostering deeper connections. Slade (2019) examined the effectiveness of virtual cooperative learning. She says group projects and discussion boards are collaborative tools that promote student engagement and interaction. She found that these methods improve academic performance and assist online students in building community, which can be difficult. Braskamp (2019) examines cooperative learning evaluation. He emphasizes the importance of formative evaluations to provide ongoing feedback throughout group activities to ensure participation and learning. His research shows that peer and self-assessments promote students' accountability and introspection. Additionally, Gouvias's 2019 study examines cooperative learning in various school settings. She says cooperative learning promotes diversity by appreciating different perspectives and developing respect between pupils. Her study shows that diverse groups help kids learn academic material, empathy, and intercultural competency.

2.4. Integration of Technology and Multimedia

Spencer (2017) suggests well-planned technology-based learning activities can encourage cooperation and replace worksheets and lectures. Technology in education provides sophisticated materials and tools for creativity and dynamic learning settings. Effective teachers use computers, mobile devices, digital cameras, social media, software, and the Internet. Media technology includes digital media development and consumption tools, platforms, and systems. The National Council for Social Studies (2018) noted the role of technology in content-specific technical standards. Teachers should use common methods to explain technology ideas. Technology integration into social studies took time. Ogheneakoke, Obro, and Benike (2019) examined simulation games as a multimedia teaching tool and confirmed that multimedia resources promote social studies education. Edinyang and Effiong (2017) suggested that 21st-century social studies teachers use multimedia to provide authentic, suitable, and accurate learning content. They help understand information. Abubakar, Arilesere, and Oluranti (2021) supported multimedia resources for teaching mathematics in Oyo State, Nigeria.

Technology and multimedia tools have been shown to transform teaching and learning. Wang and Heffernan (2015) found that interactive and individualized learning experiences with technology in the classroom can boost student engagement and achievement.

2.5. Social Studies Teachers Also Role-Play

Academic role-play is one of the most useful, interesting, and widely used teaching methods in higher education during preparation. The best way to improve initiative, self-awareness, problem-solving, communication, and cooperation is through role-playing. Kilgour, Reynaud, Northcote, and Shields (2015) state that "role-playing is an effective technique used widely to solve interpersonal difficulties in the classroom and imbibe human-relations skills in the students. It is also used to assist subject-matter learning by cooperatively playing out past and present events in teams (Kaovere & Mbaukua, 2018). Yuliana, Kristiawan, and Suhartie (2014) state that the students who were taught through role play got better results than the students who were taught through the information gap. It is caused by the strategy that is used. Role-play gives the students the opportunity to explore their ability to be more active in the teaching and learning process. The students have opportunities to stimulate their speaking skills, which they can perform easily in front of the class. In addition, Khafidin (2013) found in his research that the role-play technique could improve students' participation in speaking class. He stated that the mean of the students' speaking ability also increased from one cycle to the following cycle in his classroom action research. While Arafah (2016) described the use of role-play for developing speaking skills, the students felt active in speaking English because they were in a real-life situation. The result of the study showed that there was a significant difference in students' performance in speaking English. In the same way, Kusnierek (2015) proposed the technique of doing role play in the classroom. She suggested that the students should be organized into pairs or groups. In this case, teachers acted as facilitators because the students sometimes needed new language to continue doing role play (Suryani, 2015). The advantages of teaching with role-play is that students can speak in different social contexts and assume varied social roles because sociocultural awareness is crucial in producing speech acts. On the other hand, role-playing in the classroom requires students to establish and maintain social relationships (Rayhan, 2014). Some researchers have observed the correlation between teaching techniques and students' motivation.

3. Methodology

3.1. Research Design

The researchers employed a descriptive-correlational study design. Descriptive-correlational research approaches aim to delineate the link between two or more variables. This study technique sought to depict the current condition and establish correlations among variables to estimate future events based on existing knowledge. Descriptive-correlational research involves measuring two or more relevant variables and examining the relationships between them. This research involves a mediation analysis, which serves as an intermediary variable representing the mechanism via which an independent variable is thought to affect a dependent variable. Preacher's (2015) findings indicate that mediation analysis is particularly pertinent for individuals seeking to understand the underlying mechanisms of a focal effect. The objective of the research was to assess the extent to which the mediator influenced the direct or indirect effect of the independent variable on the dependent variable.

The research was carried out at the designated integrated schools in Cabanatuan City, Nueva Ecija. The selected schools aimed to examine the mediators of instructors' instructional practices and their correlation with the academic achievement of Grade 10 Social Studies students. The following is a map depicting the integrated schools in Cabanatuan City, Nueva Ecija.

3.2. Research Target/Subject

In this study, the researchers employed cluster sampling, a probability sampling technique wherein the researcher divided individuals from a population into multiple clusters that were representative of homogeneous characteristics and had an equal probability of being included in the

sample. This method enabled researchers to create smaller, manageable subsets of the population with similar characteristics, lowering the study's cost and time by increasing efficiency. This study has two hundred seventy-one respondents, distributed below.

Table 1. Distribution of samples according to their respective schools.

Name of School	Population	Sample Size
School A	125	38
School B	191	58
School C	213	65
School D	215	65
School E	148	45
Total	892	271

3.3. Research Procedure

The study's protocol commenced with a request for approval from the research advisor. The researchers employed a descriptive-correlational research strategy to delineate the link among two or more variables. The questionnaire and teacher-made test were constructed, and validation and reliability assessments were conducted prior to the study. The researchers sought a letter of authorization to administer the poll, which occurred in five distinct integrated schools in Cabanatuan City. Using stratified sampling, the chosen schools were selected to examine the mediators of instructors' instructional practices and their correlation with the academic achievement of grade 10 Social Studies students. The instrument employed was the Likert scale, a tool for assessing opinions, attitudes, or behaviors. The researchers developed a 10-item Likert scale, organized in a table with matching response options (strongly agree, agree, disagree, strongly disagree). Concurrently, the finalized survey was obtained to verify the precision of the responses and achieve a high retrieval rate. The study's results were statistically examined and processed.

3.4. Instruments and Data Collection Techniques

This study employed survey questionnaires to investigate the research issues and get data from participants. The instrument comprised five parts. (1) Ten items addressed questions regarding teaching strategies; (2) ten items addressed questions concerning students' perceptions of Araling Panlipunan; (3) 10 items addressed questions related to students' engagement with Araling Panlipunan; (4) 10 items addressed questions about students' interest in Araling Panlipunan; and (5) 10 items addressed questions regarding students' attitudes toward Araling Panlipunan to ensure the instrument's validity. During the validation procedure, the researchers dispatched a copy of the questionnaire to the research instructor, assessment professor, and a specialist in social studies to incorporate their comments into the finalized survey. The instrument was modified according to the feedback and recommendations of the experts, resulting in a final content validity index of 1.0. The pilot testing of the instrument was executed in three (3) integrated schools that were excluded from the sample school. Following the execution of reliability testing via Cronbach's alpha and removing some items, the instrument achieved a final reliability coefficient of 0.850.

3.5. Data Analysis

Upon collecting all necessary data, the researchers organized and tallied the data systematically and precisely. Thus, the data was analyzed using its general weighted mean as the statistical tool to interpret the respondents' responses. Table 2 shows the values of the range of means with

descriptive interpretations that were used in analyzing the data obtained after the distribution of the research instruments to the respondents.

Table 2. Range of Means and Descriptive Interpretations

Mean	Verbal Interpretation
3.26 – 4.00	Strongly Agree
2.51 – 3.25	Agree
1.76 – 2.50	Disagree
1.00 – 1.75	Strongly Disagree

The researchers used Pearson Product-Moment Correlation to determine the significant relationship between the teaching strategies employed by social studies teachers and the mediators in the students' academic performance in social studies.

Regression analysis was used to determine the mediating variables.

4. Results

1. The teaching strategies employed by the teachers were described in terms of:

Table 3. Lecture Discussion Method

Lecture Discussion Method	Mean	Verbal Interpretation
1. My teacher effectively delivers content through lectures.	3.50	Strongly Agree
2. My teacher's lectures help me understand complex topics.	3.65	Strongly Agree
3. My teacher's lectures keep me engaged throughout the class.	3.50	Strongly Agree
4. My teacher's lectures encourage critical thinking.	3.90	Strongly Agree
5. My teacher allows for interaction and questions during lectures.	3.65	Strongly Agree
6. My teacher provides clear explanations during lectures.	3.65	Strongly Agree
7. My teacher's lectures support my learning style.	3.45	Strongly Agree
8. My teacher effectively covers the course material through lectures.	3.50	Strongly Agree
9. My teacher's lectures encourage note-taking and active listening.	3.55	Strongly Agree
10. My teacher's lectures help me retain information.	3.60	Strongly Agree
GENERAL WEIGHTED MEAN	3.55	Strongly Agree

The data in Table 3 indicate a generally favourable opinion of the effectiveness of lecture strategies employed by Social Studies educators. The three statements with the highest mean scores include the effectiveness of the lecture method in fostering critical thinking, with a mean of 3.90; the ability to assist students in comprehending complex topics, with a mean of 3.65; and the facilitation of interaction and questions during lectures, also with a mean of 3.65. Additionally, providing clear explanations garnered a mean of 3.65, while the capacity to aid in information retention received a mean of 3.60. These data indicate that students perceive the lectures as intellectually interesting and beneficial for learning and memory retention. Conversely, the remaining assertions exhibit a slightly lower mean. The three lowest-rated aspects are support for students' learning styles, with a mean of 3.45; effective content delivery through lectures, with a mean of 3.50; and the use of lectures to engage students, with a mean of 3.50. Additionally, the teacher's effective coverage of course material through lectures has a mean of 3.50, and the allowance for note-taking and active listening has a mean of 3.55. These points underscore potential avenues for enhancement, including ensuring lectures cater to all learning styles, fostering greater student engagement and communication, and stressing the need of note-taking and active listening during lectures. The results reveal that the lecture technique is effective in teaching Social Studies, as evidenced by a persistent strong agreement among students. Notwithstanding the disparate results, the overall weighted average of 3.55 signifies that students predominantly concur on the efficacy of the lecture technique on their educational experience.

Table 4. Cooperative Learning

Cooperative Learning	Mean	Verbal Interpretation
1. My teacher effectively implements cooperative learning activities.	3.45	Strongly Agree
2. Cooperative learning activities organized by my teacher enhance my understanding of the subject matter.	3.45	Strongly Agree
3. My teacher encourages teamwork and collaboration during cooperative learning activities.	3.40	Strongly Agree
4. My teacher fosters a sense of community in the classroom through cooperative learning.	3.65	Strongly Agree
5. My teacher's use of cooperative learning helps me learn from my peers.	3.45	Strongly Agree
6. Cooperative learning activities organized by my teacher improve my communication skills.	3.60	Strongly Agree
7. My teacher allows for diverse perspectives to be shared during cooperative learning.	3.60	Strongly Agree
8. My teacher's use of cooperative learning encourages problem-solving skills.	3.40	Strongly Agree
9. Cooperative learning activities organized by my teacher increase my engagement in class.	3.55	Strongly Agree
10. My teacher makes cooperative learning activities enjoyable and beneficial.	3.75	Strongly Agree
GENERAL WEIGHTED MEAN	3.53	Strongly Agree

Table 4 indicates that students overwhelmingly concur with the efficacy and advantages of cooperative learning activities facilitated by their instructor. The primary three characteristics encompass the educator's capacity to augment comprehension of the subject, refine communication skills, and cultivate a feeling of community within the classroom via collaborative learning. The teacher's capacity to render cooperative learning activities fun and advantageous achieved the highest mean score of 3.75 in question 10, with substantial consensus among students. This signifies that cooperative learning is effectively employed to improve learning efficiency. The second highest mean score, 3.65, pertained to the statement about the teacher cultivating a feeling of community, corresponding to Question 4. The third-highest mean score pertained to the statement that cooperative learning activities organized by the teacher enhance communication skills, with a mean score of 3.60 for Question 6. Additionally, the statement regarding the teacher's facilitation of diverse perspectives during cooperative learning also received a mean score of 3.60, corresponding to Question 7. Nonetheless, certain locations exhibit marginally lower mean ratings than others yet remain within the "strongly agree" category. These categories encompass the teacher's proficiency in executing cooperative learning activities, the promotion of teamwork and collaboration, and the cultivation of problem-solving skills. The mean scores for the statement "My teacher encourages teamwork and collaboration during cooperative learning activities" is 3.40 for Question 3, while the statement "Cooperative learning encourages problem-solving skills" also earns a mean score of 3.40 for Question 8. Notwithstanding the lower results, the statement "the teacher effectively implements cooperative learning activities" garnered a mean score of 3.45 for Question 1. The cooperative learning activities orchestrated by my teacher augment my comprehension of the subject matter. The mean score for Question 2 was 3.45, while Question 5, "My teacher's use of cooperative learning helps me learn from my peers," also obtained a mean score of 3.45. The overall weighted mean of 3.53 signifies that students highly concur that cooperative learning is advantageous and fun, underscoring its good effect on their educational experience.

Table 5. Incorporating Technology and Multimedia Resources

Incorporating Technology and Multimedia Resources	Mean	Verbal Interpretation
1. My teacher effectively integrates technology into lessons.	3.40	Strongly Agree
2. Multimedia resources used by my teacher help me visualize abstract concepts.	3.50	Strongly Agree
3. My teacher's integration of technology makes lessons more interactive.	3.60	Strongly Agree
4. Multimedia resources used by my teacher cater to different learning styles.	3.60	Strongly Agree
5. Technology integrated by my teacher enhances my ability to grasp complex topics.	3.50	Strongly Agree
6. Multimedia resources used by my teacher make learning more engaging.	3.65	Strongly Agree
7. My teacher's integration of technology improves my retention of information.	3.60	Strongly Agree
8. Multimedia resources used by my teacher provide opportunities for self-paced learning.	3.50	Strongly Agree
9. My teacher effectively uses technology to make learning materials accessible.	3.70	Strongly Agree
10. Multimedia resources used by my teacher enrich classroom discussions.	3.65	Strongly Agree
GENERAL WEIGHTED MEAN	3.57	Strongly Agree

The data indicates that the teacher's incorporation of technology and multimedia tools is extremely effective and well-received by the students. The leading three include the first, which obtained the highest mean score for the teacher's successful utilization of technology that enhances the accessibility of learning resources; it achieved a mean score of 3.70, with a verbal interpretation of strong agreement. The teacher adeptly employs technology to enhance learning efficiency, enabling seamless access to educational resources. The second-highest average was 3.65. Teachers utilized multimedia materials to enhance the engagement of learning. Students highly concur that multimedia resources enhance engagement in learning, evidenced by a mean score of 3.65. This suggests that multimedia components engage and sustain student engagement, as well as enhance classroom discussions. The average score for this statement is 3.65, indicating a robust consensus that multimedia resources enhance classroom discourse. This indicates that multimedia components enhance classroom dialogue. The third-highest means is 3.60, with three statements achieving this score. Notably, the statement regarding the teacher's incorporation of technology to enhance course interactivity also had a mean of 3.60 and was verbally interpreted as highly agreed. Students unequivocally concur that the incorporation of technology in classes enhances their engagement. This demonstrates that technology facilitates student engagement and participation. The second item, which received a mean score of 3.60, pertains to the extent to which multimedia tools employed by my teacher accommodate various learning styles; it reflects a robust consensus that these resources effectively address diverse learning preferences. This indicates that the teacher utilizes various materials to address different student requirements. The final topic that received a score of 3.60 is the impact of teachers' technology integration on pupils' information retention. It demonstrates a robust consensus that technology integration enhances information retention. This indicates that technology facilitates memory consolidation. Conversely, although positive, the two lowest agreement scores indicate opportunities for future enhancement. The initial aspect is teachers' successful integration of technology into lessons, which received a mean score of 3.40. Although remaining in the "strongly agree" category, this aspect obtained a slightly lower score than others. It indicates that although students recognize the incorporation of technology into lessons, they perceive potential for enhancement in the effectiveness of its integration. This may suggest that the teacher has to better optimize their technology usage to enhance the overall learning experience and accommodate the demands of all pupils. Finally, the lowest mean is 3.50, with three statements achieving this mean. The initial point is how the multimedia materials employed by my instructor might assist pupils in visualizing abstract concepts. While still rated as "strongly agree," this aspect had a little lower score than the other items. This indicates that although students typically perceive multimedia materials as beneficial for visualizing abstract concepts, there exists potential for enhancement in this domain. Although this feature garnered a lesser score relative to others, it nonetheless reflects a favourable assessment of the teacher's endeavours in employing multimedia resources to facilitate the representation of abstract topics. Nonetheless, chances for additional refinement may exist to ensure that these tools effectively assist students in comprehending and learning complicated and abstract concepts. The second aspect that aligns with the 3.50 mean is how technology integration augments the learner's capacity to comprehend intricate subjects. Despite obtaining a robust agreement score, this element garnered a comparatively lower score than others. It indicates that although technological integration is advantageous, it may not uniformly enhance all students' understanding of intricate subjects. This may suggest that the teacher should investigate alternative methods or technologies designed to improve comprehension of difficult ideas. The final statement with the lowest means indicated that the multimedia resources utilized by the teacher facilitate self-paced learning opportunities. This component garnered a mean score of 3.50, suggesting that although students acknowledge the advantages of multimedia tools, these may not consistently accommodate self-paced learning preferences. This indicates that the educator should contemplate integrating more adaptable learning tools or methodologies that enable students to

advance through the content at their own pace, accommodating individual learning requirements and preferences. The data reveal that the teacher's incorporation of technology and multimedia materials in the classroom is extremely effective, as demonstrated by substantial student agreement across all ten items. The general weighted mean of 3.57 reinforces this conclusion, suggesting a collective agreement among students that the teacher's methodology substantially improves the learning experience. The uniform consensus across all evaluated dimensions indicates that students favourably perceive the teacher's integration of technology and multimedia tools, enhancing their learning outcomes and engagement.

Table 6. Role Playing

Role Playing	Mean	Verbal Interpretation
1. My teacher effectively incorporates role-playing activities into lessons.	3.75	Strongly Agree
2. Role-playing activities organized by my teacher help me understand historical events better.	3.50	Strongly Agree
3. My teacher's use of role-playing activities makes learning social studies more enjoyable.	3.65	Strongly Agree
4. Role-playing activities organized by my teacher encourage empathy and perspective-taking.	3.50	Strongly Agree
5. My teacher's use of role-playing activities enhances my critical thinking skills.	3.45	Strongly Agree
6. Role-playing activities organized by my teacher improve my communication skills.	3.45	Strongly Agree
7. My teacher allows me to actively participate in learning through role-playing activities.	3.55	Strongly Agree
8. Role-playing activities organized by my teacher make learning relevant and practical.	3.55	Strongly Agree
9. My teacher's use of role-playing activities fosters creativity and imagination.	3.60	Strongly Agree
10. Role-playing activities organized by my teacher make complex concepts more relatable.	3.65	Strongly Agree
GENERAL WEIGHTED MEAN	3.57	Strongly Agree

The results indicate that students overwhelmingly concur on the beneficial effects of integrating role-playing activities into lessons. Statement 1 garnered the highest rating of 3.75, signifying robust student consensus regarding the teacher's effective integration of role-playing activities into lessons. This indicates a significant degree of satisfaction regarding the teacher's proficiency in properly integrating these activities to improve engagement and learning results. Statement 2 and 10 obtained a mean score of 3.65, indicating that students strongly concur that role-playing activities enhance their comprehension of historical events and render complicated topics more accessible and comprehensible. Finally, Statement 9 earned the third highest rating of 3.60, reflecting students'

robust consensus on promoting creativity and imagination via role-playing, which enhances a dynamic and stimulating educational experience. Although there is a persistent strong consensus on certain areas, certain claims exhibit slightly lower levels of agreement. Statements 5 and 6 reflect the minimal rate of 3.45, signifying the diminished effect of role-playing on the enhancement of critical thinking and communication abilities. The second lowest rate of 3.50 pertains to Statements 2 and 4. Although they still scored favourably, students assess the role-playing activities' impact on comprehending historical events and fostering empathy and perspective-taking as somewhat diminished. Finally, Statements 7 and 8 have the third lowest rate of 3.55. The teacher's allowance for active participation in learning via role-playing activities and their practical value is somewhat diminished. This suggests a possible area for enhancement in making role-playing exercises inclusive and directly relevant to real-world situations, hence improving their overall efficacy in facilitating learning. The results indicate that students overwhelmingly concur that the teacher's integration of role-playing exercises into courses yields multiple beneficial effects. The role-playing method is esteemed by students, as demonstrated by a weighted mean of 3.57, signifying robust agreement over its efficacy in enhancing learning across multiple dimensions.

2. The academic performance of the students in Social Studies

Table 7. Performance in Teacher-Made Tests in Social Studies

Scores	frequency	%
22.51-30.00	13	4.80
15.01-22.50	156	57.56
7.51-15.00	102	37.64
0-.75	0	0.00
Total	271	100.00

The table data provides a comprehensive analysis of students' performance in the teacher-created Araling Panlipunan test, including scores, the count of students attaining each score, and associated percentages. Among the 271 respondents, 13 students achieved scores in the highest range of 22.51-30.00, constituting 4.80% of the overall sample. The group's performance indicates a robust understanding of the subject, revealing superior knowledge levels among a minority of pupils. A substantial number of pupils, specifically 156 individuals, attained scores within the 15.01-22.50 range, representing the highest percentage at 57.56%. This group likely exhibits a moderate degree of familiarity with Araling Panlipunan, as the majority of the responders are. Additionally, 102 students achieved scores within the 7.51-15.00 range, representing 37.64% of the overall total. This range reflects differing levels of comprehension, with certain pupils exhibiting a robust understanding, while others may require enhancement. Significantly, no students achieved scores within the lowest range of 0-7.5, yielding a frequency and percentage of zero. This absence signifies that all respondents have a minimum level of foundational knowledge in Araling Panlipunan. These findings underscore the varied preparedness levels across students and illustrate the need for customized teaching tactics to effectively address individual learning requirements. Educators can utilize this data to provide focused interventions, cultivate a nurturing educational atmosphere, and improve overall academic achievement in Araling Panlipunan.

Table 8. Students' Perception in Social Studies

Student's Perception Towards Araling Panlipunan	Mean	Verbal Interpretation
1. Araling Panlipunan shaped me into a great citizen of my country.	3.388	Strongly Agree
2. Araling Panlipunan is relevant to my daily life and provides valuable insights.	3.436	Strongly Agree
3. The Araling Panlipunan curriculum effectively prepares me to understand issues.	3.451	Strongly Agree
4. Araling Panlipunan makes me aware of global issues and fosters a sense of responsibility.	3.388	Strongly Agree
5. Araling Panlipunan helps me understand historical events from diverse cultural perspectives.	3.436	Strongly Agree
6. Classes in Araling Panlipunan inspire me to stay informed about current affairs and global issues.	3.392	Strongly Agree
7. Araling Panlipunan helps me understand and appreciate different cultures.	3.509	Strongly Agree
8. From my perspective, classes in Araling Panlipunan have expanded my understanding of global citizenship.	3.377	Strongly Agree
9. Araling Panlipunan classes promote an understanding of the role of government in society.	3.326	Strongly Agree
10. Araling Panlipunan classes encourage me to think critically about the impact of historical events on different communities.	3.432	Strongly Agree
GENERAL WEIGHTED MEAN	3.340	Strongly Agree

The mean ratings indicate a significantly favourable attitude among students towards Araling Panlipunan, with all inquiries garnering robust agreement. The three questions with the highest agreement scores highlight Araling Panlipunan's effectiveness in promoting cultural comprehension, historical insight, global awareness, and a feeling of accountability. Students express strong agreement that Araling Panlipunan enhances their comprehension and appreciation of various cultures, evidenced by a mean score of 3.509 for Question 7; facilitates the understanding of historical events from multiple cultural viewpoints, reflected in a mean score of 3.502 for Question 5; and raises awareness of global issues while promoting responsibility, indicated by a mean score of 3.484 for Question 4. In contrast, the three lowest agreement scores, while positive, suggest opportunities for improvement. The areas encompass a heightened emphasis on the government's societal role, yielding a mean of 3.326 for Question 9; an augmented curriculum influence on cultivating exemplary citizens, with a mean of 3.388 for Question 1; and a reinforcement of global citizenship concepts, reflected by a mean of 3.377 for Question 8. The statistics indicate strong support for Araling Panlipunan's significance and efficacy in cultivating culturally aware, responsible citizens while also highlighting specific areas for curriculum enhancement.

Table 9. Students Engagement in Social Studies

Student's Engagement Towards Araling Panlipunan	Mean	Verbal Interpretation
1. I consider how the knowledge I gain from studying social studies could be applied in the actual world.	3.267	Strongly Agree
2. When I study social studies, I make an effort to make sense of the content.	3.451	Strongly Agree
3. I make an effort to relate what I am learning about social studies to my personal experiences.	3.377	Strongly Agree
4. When learning new information, I try to put the ideas in my own words.	3.319	Strongly Agree
5. I find extracurricular activities or events related to social studies to be enriching and worthwhile.	3.286	Strongly Agree
6. I feel motivated to participate actively in social studies discussions.	3.168	Agree
7. When studying social studies, I try to combine different pieces of information from course material in new ways.	3.158	Agree
8. I actively participate in discussions and activities during social studies class.	3.106	Agree
9. I actively participate in events or activities organized by student groups in social studies.	3.117	Agree
10. I seek out opportunities for hands-on or practical experiences related to social studies.	3.110	Agree
GENERAL WEIGHTED MEAN	3.236	Agree

The table indicates that students demonstrate significant engagement with Araling Panlipunan, as reflected by their proactive attempts to comprehend the material, evidenced by a mean score of 3.451 for Question 2, their ability to connect learning to personal experiences, with a mean of 3.377 for Question 3, and their capacity to articulate new ideas in their own terms, with a mean of 3.319 for Question 4. These elements demonstrate a significant degree of engagement and comprehension of the subject. Nonetheless, there are domains where students indicate moderately lower yet still affirmative consensus, including active participation in class discussions and activities with a mean score of 3.106 for Question 8, pursuit of hands-on experiences with a mean of 3.110 for Question 10, and involvement in events organized by student groups with a mean of 3.117 for Question 9. The statistics suggest a predominantly favourable engagement with Araling Panlipunan, highlighting possible prospects to augment participation in collaborative and experiential learning activities.

Table 10. Students' Interest in Social Studies

Student's Interest Towards Araling Panlipunan	Mean	Verbal Interpretation
1. I find Araling Panlipunan as an interesting subject, as it gives me a perspective on our progress from the past to the present.	3.220	Agree
2. Studying Araling Panlipunan encourages me to find out the importance of contemporary issues that our world is facing.	3.227	Agree
3. I find Araling Panlipunan interesting and engaging.	3.894	Agree
4. I find myself genuinely curious about the topics covered by Araling Panlipunan.	3.993	Agree
5. I enjoy connecting what I learn in Araling Panlipunan to broader issues and trends in the world.	3.136	Agree
6. I find Araling Panlipunan an interesting subject, as it tackles topics about politics and government and their importance.	3.414	Strongly Agree
7. I find Araling Panlipunan as an interesting subject as it tackles our country's interaction with other countries (globalization), its importance, and the advantages and disadvantages of it.	3.377	Strongly Agree
8. I can see the importance of Araling Panlipunan as it tackles issues in our country, like unemployment and its effect on our economy.	3.348	Strongly Agree
9. I find Araling Panlipunan as an interesting subject, as it tackles disaster issues. It guides me to recognize the importance of it, as understanding and managing risk can help us achieve major reductions in disaster losses.	3.205	Agree
10. Studying Araling Panlipunan teaches me discipline and how to recognize authority.	3.308	Strongly Agree
GENERAL WEIGHTED MEAN	3.212	Agree

The table indicates that participants possess a predominantly favourable perspective on Araling Panlipunan, with the three highest-rated comments reflecting robust agreement and respect for the subject. Participants express strong agreement that Araling Panlipunan is engaging because it encompasses the nation's interactions with other countries in Question 7, the significance of politics and government in Question 6, and the examination of national issues such as unemployment and its economic ramifications in Question 8. These findings underscore the perceived significance and value of Araling Panlipunan in comprehending global dynamics, governance, and socioeconomic concerns. Conversely, the lowest-rated comments indicate agreement, albeit with diminished passion relative to the highest-rated ones, suggesting potential for further increasing participant engagement and curiosity regarding the specific issues addressed in the subject.

Table 11. Students' Attitude in Social Studies

Student's Engagement Towards Araling Panlipunan	Mean	Verbal Interpretation
1. I actively seek out additional resources/information that can help me better understand challenging topics in Araling Panlipunan.	3.264	Strongly Agree
2. Araling Panlipunan creates an environment where students feel encouraged to ask questions and seek clarification.	3.326	Strongly Agree
3. I regularly review Araling Panlipunan's learning materials outside of class.	3.271	Strongly Agree
4. I actively seek to discuss Araling Panlipunan topics with my peers outside of class.	3.231	Agree
5. I feel encouraged to express my opinions and ideas during Araling Panlipunan discussions.	3.220	Agree
6. I believe Araling Panlipunan enhances my understanding of historical events.	3.242	Agree
7. I consider Araling Panlipunan as a valuable preparation for future civic responsibilities.	3.297	Strongly Agree
8. Teachers who encourage students to express their opinions and perspectives in Araling Panlipunan positively impact my attitude.	3.326	Strongly Agree
9. Cooperative learning strategies in Araling Panlipunan encourage me to share ideas with my peers.	3.388	Strongly Agree
10. The use of technology and multimedia resources in Araling Panlipunan helps me visualize concepts better.	3.381	Strongly Agree
GENERAL WEIGHTED MEAN	3.295	Strongly Agree

The data indicate that students possess a markedly favourable impression of Araling Panlipunan in multiple dimensions. The three highest-rated statements, characterized by "Strongly Agree" responses, indicate that students proactively pursue supplementary resources for difficult subjects in Question 1, feel motivated to inquire and seek clarification in Question 2, and consistently revisit learning materials beyond classroom hours in Question 3. Conversely, the three lowest-rated phrases, all categorized as "Agree," reflect marginally diminished yet still affirmative feelings. Students actively pursue peer discussions in Question 4, feel motivated to articulate their viewpoints during dialogues in Question 5, and perceive that Araling Panlipunan enriches their comprehension of historical events in Question 6. Overall, the data reflects students' strong engagement and positive attitude towards Araling Panlipunan, indicating effective teaching methods and a conducive learning environment.

4. Test of a significant relationship between the teaching strategies employed by Social Studies teachers and the mediators in the students' academic performance in Social Studies.

Table 12. Result of Test of Relationship between the Students' Performance, Behavior and Teaching Strategies in Araling Panlipunan

		Students' Perception	Students' Engagement	Students' Attitude	Students' Interest	Teaching Strategies
Students' Performance	Pearson	0.010	0.168**	0.043	-0.046	-0.044
	Correlation	0.873	0.005	0.477	0.452	0.468
	Sig. (2-tailed) N	273	273	273	273	273
Students' Perception	Pearson	1	0.430**	0.459**	0.391**	-0.016
	Correlation		0.000	0.000	0.000	0.793
	Sig. (2-tailed) N	273	273	273	273	273
Students' Engagement	Pearson	0.430**	1	0.520**	0.383**	-0.088
	Correlation	0.000		0.000	0.000	0.148
	Sig. (2-tailed) N	273	273	273	273	273
Students' Attitude	Pearson	0.043	0.520**	1	0.592**	-0.026
	Correlation	0.477	0.000		0.000	0.674
	Sig. (2-tailed) N	273	273	273	273	273
Students' Interest	Pearson	0.391**	0.383**	0.592**	1	0.012
	Correlation	0.000	0.000	0.000		0.848
	Sig. (2-tailed) N	273	273	273	273	273

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

Table 12 presents the prediction tests performed on the relationship between teaching styles and students' performance, perception, engagement, attitude, and interest. The tests indicated that teaching tactics significantly predict students' performance and perception of Araling Panlipunan since the estimated significance values of 0.000 and 0.007 are both below the crucial significance threshold of 0.05. This is statistically significant at the 95% confidence level. Given the absence of a significant link between teaching techniques and other student-related factors, it may be concluded that teaching strategies do not mediate academic achievement in regard to students' perceptions, engagement, attitudes, and interest in Araling Panlipunan. It is thus recommended that the study be undertaken with an expanded scope and a larger sample size. Furthermore, utilizing the available data, the researchers ascertain whether teaching methodologies serve as a predictor of students' performance, perception, engagement, attitude, and interest in Araling Panlipunan. The results indicate that the teaching tactics employed by educators greatly forecast students' performance and perceptions in Araling Panlipunan. The predictors were demonstrated in models 1 and 2, respectively. Measuring the impact of teachers on student results is referred to as "teacher effects" (Chetty, Friedman, & Rockoff, 2014). This research revealed that, similar to test scores, teachers exhibit significant variability in their capacity to impact kids' social and emotional development, as well as many observable school behaviours (Backes & Hansen, 2015; Ladd & Sorensen, 2015; Ruzek et al., 2015; Gershenson, 2016; Kraft & Grace, 2016). Moreover, weak to moderate correlations between teacher impacts on diverse student outcomes suggest that test scores alone cannot reliably evaluate instructors' comprehensive classroom abilities.

5. Predictor of the relationship between teaching strategies and academic performance in Social Studies.

Table 13. Statistics Between Teaching Strategies and Academic Performance in Social Studies
Model Statistics

Model	Number of Predictors	Model Fit Statistics	Ljung-Box Q (18)			Number of Outliers
		Stationary R-Squared	Statistics	DF	Sig.	
Students' Performance Model_1	1	0.002	391.313	18	0.000	0
Students' Perception Model_2	1	0.000	35.974	18	0.007	0
Students' Engagement Model_3	1	0.008	24.798	18	0.131	0
Students' Attitude Model_4	1	0.001	17.790	18	0.470	0
Students' Interest Model_5	1	0.000	21.616	18	0.249	0

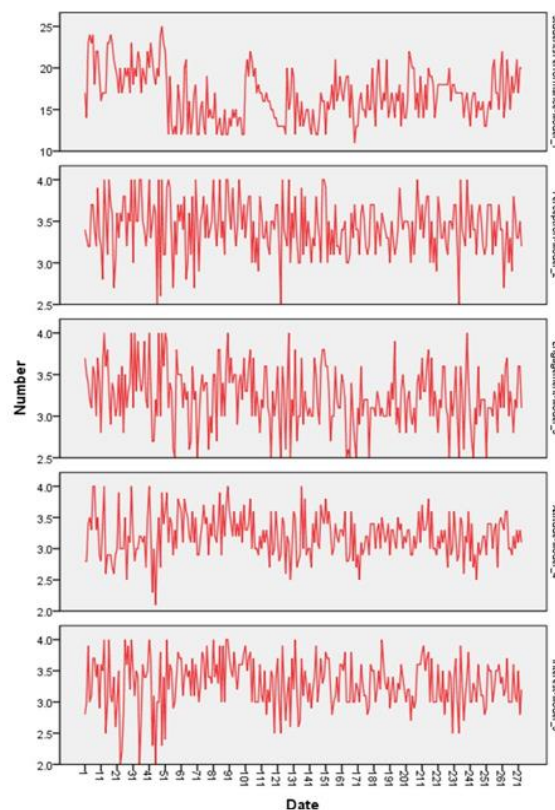


Figure 4. Model of Prediction

Table 13 presents the predictive analyses performed on the relationship between teaching tactics and students' performance, perception, engagement, attitude, and interest. The tests

indicated that teaching tactics significantly predict students' performance and perception of Araling Panlipunan since the estimated significance values of 0.000 and 0.007 are both below the crucial significance threshold of 0.05. This is statistically significant at the 95% confidence level. Given the absence of a significant link between teaching techniques and other student-related factors, it may be concluded that teaching strategies do not mediate academic achievement in regard to students' perceptions, engagement, attitudes, and interest in Araling Panlipunan. It is thus recommended that the study be undertaken with an expanded scope and a larger sample size. Furthermore, utilizing the available data, the researchers ascertain whether teaching methodologies serve as a predictor of students' performance, perception, engagement, attitude, and interest in Araling Panlipunan. The results indicate that the instructional styles employed by educators strongly predict students' performance and perceptions in Araling Panlipunan. These predictors were demonstrated in models 1 and 2, respectively. Measuring the impact of educators on student performance is referred to as "teacher effects" (Chetty, Friedman, & Rockoff, 2014; Hanushek & Rivkin, 2010). These studies revealed that, similar to test scores, teachers exhibit significant variability in their capacity to impact students' social and emotional development, as well as various observed school behaviours (Backes & Hansen, 2015; Gershenson, 2016; Jackson, 2012; Jennings & DiPrete, 2010; Koedel, 2008; Kraft & Grace, 2016; Ladd & Sorensen, 2015; Ruzek et al., 2015). Moreover, the weak to moderate correlations between teacher impacts on diverse student outcomes suggest that test scores alone are insufficient for evaluating instructors' comprehensive classroom competencies.

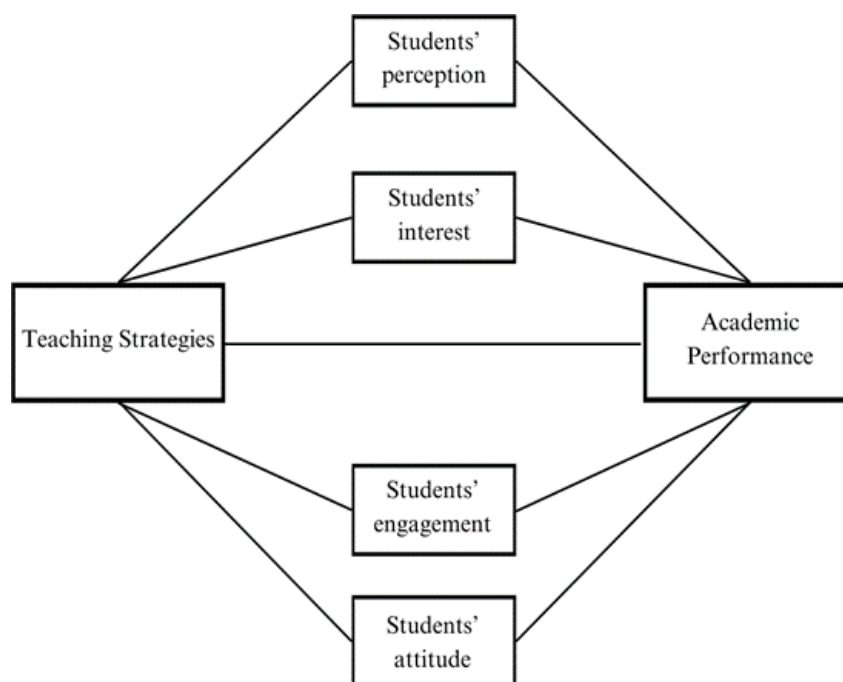


Figure 4. Mediation Model

The mediation model demonstrates that teaching strategies impact academic performance both directly and indirectly through several mediating variables: students' perceptions, interest, engagement, and attitude. Effective teaching strategies can positively shape students' perceptions of the learning environment, which, in turn, enhances academic outcomes (Lei et al., 2018). Moreover, when teaching approaches spark students' interest in the subject matter, academic performance tends to improve (Hidi & Renninger, 2006). Students' engagement, which refers to their participation and involvement in learning, is also boosted by engaging teaching methods, which is vital for academic success (Fredricks et al., 2004). Lastly, teaching strategies can influence students' attitudes toward learning; a positive attitude fosters better academic results (DiPerna et al., 2002).

5. Discussion

The results underscore the crucial significance that instructional strategies have in affecting student performance and engagement in Araling Panlipunan. The findings indicate that although multiple teaching strategies—such as lectures, cooperative learning, technology integration, and role-playing—were positively received by students, there exists considerable potential for improvement in addressing diverse learning styles and fostering critical thinking skills. This underscores the imperative for educators to use a more individualized instructional strategy, acknowledging that students possess diverse preferences and needs that must be met to enhance learning results.

The identified weak to moderate correlations between instructor influences on various student outcomes indicate that dependence exclusively on standardized test results is inadequate for assessing a teacher's overall efficacy. This corresponds with current literature that emphasizes the complex nature of teaching competencies, promoting tailored instructional strategies that address individual student requirements. The intricacy of student learning requires a comprehensive assessment of instructional efficacy, encompassing not only academic achievement but also engagement, attitudes, and the cultivation of critical thinking skills.

The study emphasizes the significance of instructional approaches in fostering a good learning environment. While students typically demonstrated a positive attitude towards Araling Panlipunan, the study uncovered variations in comprehension levels, suggesting that teaching strategies need to be modified to enhance understanding and engagement. Although students value the cultural and historical importance of the subject, there exists potential for enhancement in collaborative learning and interactive debates, which could further augment student involvement and understanding.

The suggestion for instructor-led seminars and experiential learning modules is very pertinent in this setting. These methodologies can promote a more dynamic and student-centred teaching experience, cultivating an environment that encourages active participation and engagement with the topic. By integrating experiential learning with cooperative tasks, educators can more effectively accommodate the varied learning styles in their classes, resulting in enhanced student performance.

This study underscores the vital importance of effective pedagogy in improving student results and indicates that continuous professional development for educators is crucial for cultivating a learning environment that promotes critical thinking. As the educational landscape evolves, it is essential for teachers to be adaptive and sensitive to their student's needs, ensuring that all learners can excel in their academic endeavours. The results of this study urge instructors to evaluate their teaching practices and pursue ongoing enhancement of their educational techniques.

6. Conclusion

This study revealed that while various instructional strategies—including lectures, cooperative learning, technology integration, and role-playing—elicited generally positive responses from students, significant room for enhancement remains. Specifically, there is a pressing need to adapt these strategies to better accommodate diverse learning styles, foster deeper engagement, and cultivate students' critical thinking skills. The analysis of student performance in *Araling Panlipunan* highlighted inconsistencies in comprehension levels, pointing to the necessity of differentiated instruction and targeted pedagogical interventions.

Students demonstrated a largely favourable disposition toward the subject, valuing its cultural and historical significance. However, the study noted areas for improvement, particularly in enhancing collaborative learning opportunities and integrating more interactive elements such as structured debates and real-world problem-solving activities. Importantly, a strong correlation was identified between instructional methods and student performance, engagement, and attitudes—

affirming the vital role of effective pedagogy in shaping academic outcomes. Nevertheless, the findings suggest that instructional practices alone do not immediately translate into changes in student behaviours, such as sustained interest and perception, indicating a need for holistic and continuous support strategies.

7. Recommendations

Based on these insights, the study recommends the following actionable measures:

1. Conduct teacher-led professional development workshops focused on differentiated instruction, learner-centred strategies, and innovative assessment tools tailored for *Araling Panlipunan*.
2. Design and implement experiential learning modules, such as community-based projects and immersive simulations, to contextualize historical and cultural content in meaningful ways.
3. Establish ongoing feedback systems, including student reflection journals and peer assessments, to encourage active participation and self-regulated learning.
4. Incorporate structured cooperative learning frameworks, such as jigsaw and think-pair-share, to ensure equitable student participation and accountability.
5. Leverage technology through interactive platforms, multimedia resources, and digital storytelling to enhance engagement and accessibility.

8. Suggestion

The study revealed that although different teaching methods—lecture, cooperative learning, technology integration, and role-playing—garnered favourable student responses, there remains potential for improvement in accommodating diverse learning styles, promoting engagement, and augmenting critical thinking. The analysis of student performance in *Araling Panlipunan* revealed disparate levels of comprehension, underscoring the necessity for customized teaching strategies and targeted interventions. Students had a predominantly favourable disposition towards the subject, appreciating its cultural and historical importance; however, aspects such as collaborative learning and interactive debates might be enhanced. The research identified a significant association between instructional methods and student performance, engagement, and attitudes, underscoring the essential importance of good pedagogy. Nonetheless, it was observed that pedagogical practices do not immediately influence student behaviours such as interest and perception. The study recommended teacher-led workshops, experiential learning modules, and feedback systems to enhance learning outcomes and foster a dynamic, technology-integrated, and student-centered educational environment.

Declarations

Author Contributions. Ms Agustin and Mr Del Carmen participated in the study's conceptualization, with Ms Agustin additionally overseeing the methodology, formal analysis, investigation, and project administration. Mr Alvarez oversaw software development and data curation, while validation was performed cooperatively by Ms Agustin, Mr Del Carmen, and Mr Alvarez. Mr. Del Carmen supplied the requisite resources and supervised the research oversight. Ms. Agustin composed the initial document, whereas Mr. Del Carmen conducted the review and editing. Mr. Alvarez facilitated the representation of the findings.

Conflicts of Interest. The authors assert the absence of financial or personal affiliations that would unduly affect their work. All conclusions and analyses articulated in this work are exclusively derived from the data gathered and examined throughout the study process.

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Ethical Approval. The Institutional Review Board (IRB) ethically authorized " Mediators of Teaching Strategies and Students' Academic Performance in Social Studies: A Mediation Analysis" safeguarding privacy and participant rights. Data will be securely stored with restricted access and anonymized or destroyed. Informed consent means participants know their rights, including the freedom to leave the study at any moment without penalty. Ethics have been taken to reduce risks, and the study follows privacy and dignity rules. This permission shows that the research will follow ethical norms.

Data Availability Statement. All data provided in this study were obtained and gathered at the university where the researchers were affiliated.

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