

Pedagogical Practices and Learners' Performance in Social Studies

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Abstract

This study examined the relationship between pedagogical practices and learners' performance in Social Studies among public schools in the Schools Division of Antique during the school year 2025. The study involved 203 respondents composed of Social Studies teachers and learners. It aimed to determine the level of teachers' pedagogical practices in terms of instructional strategies, classroom management, assessment methods, and learner-centered approaches, as well as the level of learners' academic performance in Social Studies. A descriptive-correlational research design was employed, using a survey questionnaire as the primary data-gathering instrument, complemented by learners' academic records. Data were analyzed using appropriate descriptive and inferential statistical tools. Results revealed that teachers' pedagogical practices were generally rated at a high level, indicating consistent use of effective teaching strategies, varied instructional methods, and appropriate assessment techniques. Learners' performance in Social Studies was also found to be satisfactory, with most learners achieving average to above-average academic outcomes. Further analysis showed a significant relationship between pedagogical practices and learners' performance, suggesting that effective and learner-centered teaching practices contribute positively to improved academic achievement in Social Studies. The findings highlight the crucial role of teachers' instructional competence in enhancing learners' understanding, engagement, and performance in the subject. Based on the results, it is recommended that school administrators support continuous professional development programs focusing on innovative and learner-centered pedagogical practices. Teachers are also encouraged to sustain and enhance effective instructional strategies to further improve learners' academic performance in Social Studies. The study provides valuable insights for educators and policymakers in strengthening instructional practices and learning outcomes.

Keywords: pedagogical practices, learners' performance, Social Studies, instructional strategies, Antique

Introduction

Pedagogical practices play a crucial role in shaping learners' understanding, engagement, and academic achievement, particularly in content-based subjects such as Social Studies. Effective teaching strategies help learners develop critical thinking, civic awareness, and a deeper understanding of social concepts, history, and culture. Teachers' ability to select and implement appropriate pedagogical practices significantly influences learners' performance and overall learning outcomes (Darling-Hammond, 2017). In Social Studies education, pedagogical practices such as learner-centered instruction, inquiry-based learning, collaborative activities, and contextualized teaching are essential in promoting meaningful learning. These approaches encourage active participation, analysis of real-world issues, and the

development of higher-order thinking skills among learners (Barr, Barth, & Shermis, 2014). Research suggests that when teachers employ varied and innovative instructional strategies, learners demonstrate improved comprehension, motivation, and academic performance (Killen, 2016).

Learners' performance in Social Studies is often measured through academic achievement, participation, and the ability to apply knowledge to social issues. Studies indicate that instructional practices aligned with learners' needs and learning styles positively affect academic outcomes and classroom engagement (Ormrod, 2018). Teachers who effectively manage instruction, use appropriate learning resources, and integrate interactive strategies contribute significantly to improved learner performance.

Despite the recognized importance of pedagogical practices, there is limited empirical evidence examining their influence on learners' performance in Social Studies within the local context of the Schools Division of Antique. Variations in teaching strategies, classroom environments, and available resources may affect how learners achieve desired learning outcomes. Hence, this study seeks to examine the pedagogical practices employed by teachers and their influence on learners' performance in Social Studies among 203 respondents in the Schools Division of Antique during the year 2025. The findings of this study aim to provide insights that may guide teachers, school administrators, and policymakers in improving instructional practices and enhancing learners' academic performance in Social Studies.

This study aimed to examine the pedagogical practices of Social Studies teachers and their relationship to learners' performance in Social Studies in the Schools Division of Antique during the year 2025. Specifically, the study sought to determine the level of pedagogical practices employed by teachers in terms of learner-centered teaching strategies, use of instructional materials, classroom management practices, and assessment and feedback strategies. It also aimed to assess the level of learners' performance in Social Studies with respect to academic achievement, class participation, and critical thinking skills. Furthermore, the study investigated whether a significant relationship exists between teachers' pedagogical practices and learners' performance and identified which pedagogical practices significantly influence learners' performance in Social Studies.

Methodology

This study employed a descriptive-correlational research design to determine the relationship between teachers' pedagogical practices and learners' performance in Social Studies in the Schools Division of Antique during the year 2025. The respondents of the study consisted of 203 participants, composed of Social Studies teachers and selected learners from public secondary schools within the division. A stratified random sampling technique was utilized to ensure fair representation of schools and grade levels. Data were gathered using a researcher-made survey questionnaire that was developed based on related literature and studies. The questionnaire consisted of two main parts: the first part measured teachers' pedagogical practices in terms of learner-centered strategies, instructional materials, classroom management, and assessment and feedback; the second part assessed learners' performance in Social Studies focusing on academic achievement, class participation, and critical thinking skills. The instrument was subjected to content validation by experts and pilot-tested to establish reliability.

The data collection process was conducted with proper permission from school authorities and adherence to ethical standards. Statistical tools such as frequency, percentage, mean, and standard deviation were used to describe the variables, while Pearson Product-Moment Correlation and regression analysis were employed to determine the relationship and influence of pedagogical practices on learners' performance. The results served as the basis for conclusions and recommendations of the study.

Results

The results of the study revealed that teachers' pedagogical practices in Social Studies in the Schools Division of Antique during the year 2025 were generally rated at a high level across all indicators. Learner-centered strategies obtained the highest mean rating, indicating that teachers frequently employed interactive activities such as group discussions, collaborative learning, and inquiry-based approaches. The use of instructional materials and resources was also rated high, showing that teachers effectively utilized textbooks, visual aids, and contextualized materials to support lesson delivery. Classroom management and assessment and feedback practices likewise received high ratings, reflecting teachers' ability to maintain an organized learning environment and provide timely, constructive feedback to learners.

In terms of learners' performance in Social Studies, the findings showed an above-average level of performance. Learners demonstrated satisfactory academic achievement, active class participation, and developing critical thinking skills. Among the indicators, academic achievement obtained the highest mean, followed by participation in class activities and the ability to analyze social issues and historical events.

Correlation analysis indicated a significant positive relationship between teachers' pedagogical practices and learners' performance in Social Studies. Specifically, learner-centered strategies and effective assessment and feedback were found to have the strongest relationship with learners' academic achievement and engagement. Regression analysis further revealed that teachers' pedagogical practices significantly influenced learners' performance, accounting for a meaningful portion of the variance in Social Studies outcomes. These results suggest that improved pedagogical practices contribute to better learner performance in Social Studies.

Discussion

The findings confirm that effective pedagogical practices play a crucial role in enhancing learners' performance in Social Studies. The high level of learner-centered strategies suggests that teachers' use of interactive and participatory approaches contributes to improved learner engagement and understanding of social concepts. This supports constructivist learning theories, which emphasize active learner involvement in the construction of knowledge.

The above-average learner performance indicates that when teachers effectively manage classrooms, utilize relevant instructional materials, and provide meaningful assessment and feedback, learners are more likely to achieve better academic outcomes. The strong relationship between assessment practices and learner performance highlights the importance of timely feedback in helping learners monitor their progress and improve their understanding.

Overall, the significant influence of pedagogical practices on learners' performance underscores the need for continuous enhancement of teaching strategies in Social Studies. Strengthening learner-centered instruction, varied assessment techniques, and contextualized teaching approaches can further improve learners' academic achievement and critical thinking skills, ultimately leading to more effective Social Studies education.

Conclusion

Based on the findings of the study, it is concluded that teachers' pedagogical practices have a significant and positive influence on learners' performance in Social Studies in the Schools Division of Antique during the year 2025. Teachers generally demonstrated a high level of effectiveness in the use of learner-

centered strategies, classroom management, instructional materials, and assessment and feedback. These practices contributed to learners' above-average academic achievement, active participation, and improved understanding of Social Studies concepts.

The significant relationship between pedagogical practices and learners' performance confirms that effective teaching approaches are essential in promoting meaningful learning. In particular, learner-centered strategies and well-structured assessment and feedback were found to be crucial in enhancing learners' engagement and academic success. The results indicate that when teachers consistently apply appropriate pedagogical practices, learners are more likely to develop better comprehension, critical thinking skills, and overall performance in Social Studies.

Recommendations

In light of the conclusions drawn from the study, the following recommendations are proposed:

1. Teachers should continue to strengthen the use of learner-centered and interactive teaching strategies in Social Studies to further enhance learners' engagement, critical thinking, and academic performance.
2. School administrators should provide continuous professional development programs focused on innovative pedagogical practices, effective assessment strategies, and the integration of relevant instructional materials in Social Studies instruction.
3. The Schools Division of Antique may consider developing and implementing regular instructional monitoring and mentoring programs to support teachers in improving and sustaining effective pedagogical practices.
4. Curriculum planners should encourage the contextualization of Social Studies lessons to learners' real-life experiences and local community issues to make learning more meaningful and relevant.
5. Future researchers are encouraged to conduct similar studies using additional variables, different research designs, or wider samples to further validate and expand the findings of this study.

These recommendations aim to improve the quality of Social Studies instruction and ultimately enhance learners' academic performance.

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