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Teachers' Instructional Practices and Professional Development on Learners' Performance Standard in Araling Panlipunan

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Abstract

Education evolves with society, and Araling Panlipunan helps learners understand social issues. The study was conducted to determine the level of teachers' instructional practices, professional development and learners' performance standard in Araling Panlipunan in select divisions of region 10 for the school year 2023-2024. This aimed to: find out the level of teachers' instructional practices; ascertain the level of teachers' involvement in professional development; examine the level of learners' performance standard in Araling Panlipunan in the third and fourth quarters; determine the significant relationship between teachers' instructional practices, professional development, and learners' performance standard in Araling Panlipunan; and develop instructional learning materials based on the results of the study.The study used descriptive-correlational research design involving 300 teachers and 600 learners. Data were collected using adopted and validated questionnaire. Data were analyzed using mean, standard deviation, and Pearson Product-Moment Correlation Coefficient.Universal sampling included all Araling Panlipunan teachers of the select divisions, while purposive sampling select two learners per teacher: one high-performing and one low-performing learner.

The findings revealed that planning was the highest-rated instructional practice, while collaborative learning was the highest-rated area of professional development. Learners performed better in the third quarter than in the fourth quarter. Assessment showed the strongest relationship with learners' performance among the instructional practices, while mentoring and coaching demonstrated the strongest relationship among the professional development areas. Trainings, seminars, and workshops; collaborative learning; and mentoring and coaching were significantly related to learners' performance, whereas research and reading and technology integration showed no significant relationship. Based on the findings, an instructional material was developed.The study concludes that strengthening lesson planning and providing collaborative learning to teachers contribute to improve learners' performance. It is recommended that teachers should use varied assessments. School heads should strengthen technology integration through LAC sessions. The findings support Social Cognitive Theory, showing that effective teaching practices and professional development help improve learner performance.

Keywords: *Instructional Practices, Professional Development, Performance Standard*

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1. Introduction

Araling Panlipunan is a core subject in Philippine basic education that helps learners understand history, culture, society, politics, economics, and responsible citizenship. Learners are expected not only to recall information but also to analyze events, interpret evidence, relate ideas to current issues, and demonstrate the required performance standards. Achieving these outcomes depends on how teachers prepare lessons, facilitate learning, assess progress, and improve their professional competence.

Instructional practices in this study cover planning, delivery, and assessment. Planning gives direction to learning objectives, activities, resources, and assessment. Delivery translates the plan into classroom experiences through clear explanations, active learning, real-life applications, and appropriate technology. Assessment provides evidence of what learners understand and helps teachers identify learning gaps, give feedback, and adjust instruction. These elements are interconnected and are expected to influence learners' achievement (Sehweil et al., 2022; Zepeda & Förster, 2023).

Professional development supports teachers in responding to changes in curriculum, pedagogy, learner needs, and educational technology. In this study, it includes trainings/seminars/workshops, collaborative learning, mentoring and coaching, research and reading, and technology integration. Effective professional learning is more likely to influence classroom instruction when it is sustained, collaborative, content-focused, and connected to teachers' actual work (Sims et al., 2023; Ventista & Brown, 2023).

Despite continuing professional development efforts, some learners still struggle with competencies that require analysis, application, and higher-order thinking. The present study therefore examined whether teachers' instructional practices and professional development were associated with learners' third- and fourth-quarter performance in Araling Panlipunan. The results also served as the basis for developing a Gabay sa Guro and a Kagamitang Pampagkatuto para sa Mag-aaral focused on the identified least-mastered competency.

Objectives

The study aimed to determine: (1) the level of teachers' instructional practices in planning, delivery, and assessment; (2) the level of professional development in training, collaborative learning, mentoring and coaching, research and reading, and technology integration; (3) learners' performance during the third and fourth quarters; (4) the relationships between instructional practices and learner performance; (5) the relationships between professional development and learner performance; and (6) the instructional material that could be developed from the findings.

2. Materials and Methods

Research Design

The study used a descriptive-correlational research design. The descriptive component determined the levels of instructional practices, professional development, and learner performance. The correlational component examined the degree and significance of the relationships among the variables without manipulating the study conditions.

Setting and Participants

The study was conducted in selected public junior high schools in the Malaybalay City and Valencia City Divisions in Bukidnon, Region X. Respondents included 300 Araling Panlipunan teachers and 600 Grade 7 learners. Universal sampling included all eligible teacher-respondents, while

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purposive sampling selected two learners for every teacher, one higher-performing and one lower-performing learner, based on the study's selection criteria.

Research Instruments

The data-gathering instrument had three parts. Part I measured instructional practices in planning, delivery, and assessment using items adapted and modified from Bibon. Part II measured professional development in training, collaborative learning, mentoring and coaching, research and reading, and technology integration using items adapted and modified from Hoge. Part III was a 90-item learner assessment, with 45 items for each quarter, drawn from the Division Test Bank and aligned with Grade 7 Araling Panlipunan performance standards.

Three master teachers reviewed the instruments for clarity, relevance, and alignment with the study objectives. A pilot test of the learner assessment was conducted with 50 Grade 8 learners who had completed Grade 7 and were not included in the main study. Cronbach's alpha was 0.979, indicating very high internal consistency. Reliability coefficients for the teacher questionnaire dimensions ranged from 0.712 to 0.961 and were rated acceptable to excellent.

Data Collection and Ethical Considerations

Approvals were secured from the graduate school, Schools Division Offices, and school heads before data collection. Participation was voluntary, and respondents were informed of the study's purpose, procedures, confidentiality safeguards, and right to withdraw. Questionnaires and learner assessments were administered face to face. Completed forms were collected, encoded, and stored securely for analysis.

Data Analysis

Frequency and percentage described learner performance categories. Mean and standard deviation summarized instructional practices, professional development, and quarterly learner scores. Pearson product-moment correlation tested relationships between the teacher variables and learner performance at the .05 level of significance.

3. Results

Table 1. Summary of Teachers' Instructional Practices

Dimension	Mean	SD	Interpretation
Planning	3.81	0.39	Highly Practiced
Delivery	3.80	0.40	Highly Practiced
Assessment	3.79	0.39	Highly Practiced
Overall	3.80	0.39	Highly Practiced

Teachers' instructional practices were Highly Practiced overall (M = 3.80, SD = 0.39). Planning obtained the highest mean, followed closely by delivery and assessment. The small differences across dimensions indicate a generally balanced implementation of lesson preparation, classroom delivery, and assessment.

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Table 2. Summary of Teachers' Professional Development

Dimension	Mean	SD	Interpretation
Training/Seminars/Workshops	3.69	0.47	Very High
Collaborative Learning	3.77	0.42	Very High
Mentoring and Coaching	3.75	0.44	Very High
Research and Reading	3.63	0.49	Very High
Technology Integration	3.72	0.39	Very High
Overall	3.71	0.44	Very High

Teachers reported a Very High level of professional development (M = 3.71, SD = 0.44). Collaborative learning obtained the highest mean, while research and reading obtained the lowest. Although research and reading ranked lowest, it remained within the Very High range, indicating a relative difference in emphasis rather than a weak practice.

Table 3. Learners' Performance in Araling Panlipunan

Period	Mean	SD	Interpretation
Third Quarter	31.34	10.59	Very Satisfactory
Fourth Quarter	28.37	12.10	Very Satisfactory
Overall	29.82	11.35	Very Satisfactory

Learners maintained a Very Satisfactory level of performance in both quarters. The third-quarter mean was higher, while the larger fourth-quarter standard deviation showed wider differences in learner scores. In the third quarter, 48.17% were Outstanding and 21.33% did not meet expectations. In the fourth quarter, 49.50% were Outstanding and 10.33% did not meet expectations. Thus, the overall mean decreased, but the proportion in the lowest category was reduced.

Table 4. Relationships Between Instructional Practices and Learner Performance

Dimension	Third Quarter r (p)	Fourth Quarter r (p)	Overall r (p)	Decision
Planning	0.22 (.02)	0.28 (<.01)	0.25 (<.01)	Significant
Delivery	0.24 (<.01)	0.36 (.01)	0.30 (.02)	Significant
Assessment	0.21 (<.01)	0.45 (<.01)	0.33 (.03)	Significant

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Planning, delivery, and assessment were significantly and positively related to learners' performance. Assessment had the strongest fourth-quarter and overall relationships, indicating that assessment practices were the instructional dimension most closely associated with learner outcomes in the study.

Table 5. Relationships Between Professional Development and Learner Performance

Dimension	Third Quarter r (p)	Fourth Quarter r (p)	Overall r (p)	Decision
Trainings/Seminars/Workshops	0.26 (.02)	0.48 (<.01)	0.37 (.02)	Significant
Collaborative Learning	0.38 (<.01)	0.52 (<.01)	0.45 (<.01)	Significant
Mentoring and Coaching	0.24 (.03)	0.38 (<.01)	0.46 (.02)	Significant
Research and Reading	0.09 (.12)	0.19 (.10)	0.14 (.11)	Not Significant
Technology Integration	0.03 (.10)	0.01 (.16)	0.02 (.13)	Not Significant

Training/seminars/workshops, collaborative learning, and mentoring and coaching had significant positive relationships with learner performance. Mentoring and coaching produced the strongest overall correlation, while collaborative learning showed the strongest fourth-quarter correlation. Research and reading and technology integration were not significantly related to learner performance.

4. Discussion

This study examined the relationship between teachers' instructional practices, professional development, and learners' performance in Araling Panlipunan among selected junior high schools in Region X. The findings revealed that teachers demonstrated a high level of instructional practices in planning, lesson delivery, and assessment. Among these dimensions, planning is the most highly practiced, showing that teachers regularly prepare organized and purposeful lessons. Similarly, teachers demonstrated a very high level of involvement in professional development. In particular, collaborative learning received the highest rating, indicating that teachers value sharing ideas, experiences, and strategies with colleagues. Consequently, learners achieved a Very Satisfactory performance in Araling Panlipunan during the third and fourth quarters. However, their third-quarter performance was higher, suggesting the need for additional instructional support during the fourth quarter.

Planning, lesson delivery, and assessment were significantly related to learners' performance. Among these variables, assessment showed the strongest relationship, highlighting the importance of monitoring progress, identifying learning gaps, and providing timely feedback. Also training/seminars /workshops, collaborative learning, and mentoring and coaching were significantly related to learners' performance. Of these professional development activities, mentoring and coaching showed the strongest relationship. However, research and reading and technology integration were not

significantly related to learners' performance. Based on the significant findings of the study, instructional materials were developed to further support the teaching and learning of Araling Panlipunan. The developed Gabay sa Guro and Kagamitang Pampagkatuto para sa Mag-aaral were designed in response to the least-mastered competency identified in the study

5. Conclusion

The study concludes that planning was the most highly practiced instructional dimension. Through lesson planning aligned with learning objectives, teachers are able to monitor learners progress, provide timely feedback and support the attainment of the expected competencies. While assessment had the strongest relationship with learners' performance. Likewise, collaborative learning was the most practiced professional development activity because it allowed teachers to share ideas and improve their teaching. Furthermore, Learners achieved a commendable level of performance, reflecting that they met the expected competencies in Araling Panlipunan.

Recommendations

On the basis of the findings of the study, the following are recommended:

1. Teachers should continue aligning assessment tasks with the learning objectives to ensure that they accurately measure what learners are expected to know and do. They should also use varied assessments, such as quizzes, presentations, and classroom activities, to monitor learners' progress, identify learning difficulties, and provide appropriate support.

2. Teachers should allocate time to conduct research and read current studies, educational journals, and research articles related to effective teaching strategies in Araling Panlipunan. They should also organize research-sharing sessions, consistent learning action cells (LAC), or professional discussions where teachers can exchange insights and discuss how research findings can be applied in the classroom. Teachers are also encouraged to use research-based approaches, such as project-based learning, inquiry-based activities, and collaborative learning tasks, to make lessons more interactive and meaningful. Applying relevant research findings in classroom instruction can help improve learner engagement, strengthen understanding of concepts, and enhance learning outcomes in Araling Panlipunan.

3. Teachers should provide additional instructional support during the fourth quarter to help learners cope with more complex competencies in Araling Panlipunan. Review sessions, guided discussions, practice exercises, and application activities may be used to reinforce previously learned concepts. Regular monitoring of learner progress and timely feedback can also help identify learners who need additional assistance in mastering challenging lessons.

4. Araling Panlipunan teachers should continue to strengthen their instructional practices in delivery to better support learners' academic performance. During lesson delivery, teachers are encouraged to use varied instructional strategies, connect lessons to real-life situations, and provide opportunities for learners to share ideas, ask questions, and engage in collaborative activities. Through the consistent implementation of these practices, teachers can create a more engaging and supportive learning environment that helps learners achieve the desired learning outcomes in Araling Panlipunan.

5. School heads should provide regular mentoring and coaching opportunities where teachers can observe one another, share effective strategies, discuss classroom challenges, and receive helpful

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feedback. They should also conduct regular classroom observations and provide supportive feedback to help teachers recognize what they are doing well and identify areas that need improvement. These observations should be followed by mentoring and coaching to strengthen teaching practices and address learners' needs.

6. Araling Panlipunan teachers are encouraged to utilize the developed instructional material (Gabay sa Guro and Kagamitang Pampagkatuto para sa Mag-aaral) as supplementary instructional materials to support classroom instruction. The Gabay sa Guro may be used in lesson preparation, lesson delivery, assessment, remediation, and enrichment activities to better address learners' diverse needs. Likewise, the Kagamitang Pampagkatuto para sa Mag-aaral may serve as an additional learning resource that can help learners strengthen their understanding of the least-mastered competency identified in the study through guided activities and meaningful learning tasks. The utilization of these materials may further enhance classroom learning experiences and support improved learner performance in Araling Panlipunan.

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