

Teachers' Instructional Strategies and Their Impact on Students' Performance in Social Studies

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ABSTRACT

This study examined the instructional strategies employed by Social Studies teachers and their impact on students' performance in Pangal Sur High School and Don Mariano Marcos National High School, Echague South District, Division of Isabela. Using a descriptive-correlational research design, data were gathered from 12 Social Studies teachers through a validated survey questionnaire. Findings revealed that teachers consistently implemented lecture and discussion, cooperative and collaborative learning, inquiry-based and problem-solving approaches, and the use of instructional materials and technology. Statistical analysis further showed significant relationships between teachers' instructional strategies and their demographic profile, particularly sex, age, educational attainment, and teaching experience. The study concludes that diverse, learner-centered instructional strategies and continuous professional development contribute to effective Social Studies instruction and improved student learning outcomes.

INTRODUCTION

Effective Social Studies instruction depends on teachers' ability to employ appropriate instructional strategies that promote student engagement, critical thinking, and meaningful learning. As education shifts toward learner-centered approaches, instructional methods play a vital role in improving students' understanding of historical, cultural, and societal concepts while fostering civic awareness and social responsibility.

Previous studies have demonstrated that innovative teaching strategies, including differentiated instruction, cooperative learning, inquiry-based learning, and technology integration, significantly enhance students' motivation, comprehension, engagement, and academic performance in Social Studies (Dela Cruz, 2022; Garcia & Ramos, 2021; Santos, 2020). These findings highlight the importance of adopting diverse and interactive instructional approaches in the classroom.

Despite these benefits, Social Studies teachers in Echague South District, Division of Isabela continue to face challenges due to limited instructional materials and inadequate access to multimedia resources and digital technologies. Consequently, this study seeks to determine the instructional strategies employed by Social Studies teachers and examine their impact on students' academic performance to identify effective teaching practices that can improve learning outcomes.

LITERATURE REVIEW

Foreign and local studies consistently demonstrate that learner-centered instructional strategies, including inquiry-based learning, differentiated instruction, cooperative learning, multimedia integration, and technology-assisted teaching, significantly improve students' comprehension, critical thinking, engagement, and academic performance in Social Studies (Gaston et al., 2025; Lauriaga & Espacio, 2025; Manuel & Mempin, 2025; Taylan & Rabago, 2025; Bihag et al., 2025). These approaches foster meaningful learning by promoting active participation and collaboration among learners.

However, the literature also identifies challenges such as limited instructional resources, inadequate technology, and contextual constraints, emphasizing the need for continuous teacher training, instructional leadership, and institutional support to maximize the effectiveness of these teaching strategies (Awedh et al., 2015; Chaves, 2022; Rodriguez & Lorzano, 2025). Overall, the reviewed studies affirm that innovative and well-supported instructional practices are essential for improving students' learning outcomes in Social Studies.

METHODOLOGY

This study utilized a descriptive-correlational research design to examine the relationship between teachers' instructional strategies and students' performance in Social Studies. The research was conducted during the Academic Year 2025–2026 at Pangal Sur High School and Don Mariano Marcos National High School in Echague South District, Division of Isabela. Using a total enumeration sampling technique, all 12 Social Studies teachers participated in

the study. Data were collected through a researcher-developed, expert-validated questionnaire covering respondents' demographic profile and instructional strategies.

Before data collection, the researcher obtained the necessary permissions and ensured respondents' voluntary participation and confidentiality. The collected data were organized and analyzed using frequency and percentage distribution, weighted mean, Chi-square, and Pearson's correlation coefficient to describe the respondents' profile, determine the extent of instructional strategies employed, and examine the significant relationships among teachers' profile variables, instructional strategies, and students' performance.

RESULTS

Part I. Profile of the Respondents

This part of the research presents the general profile of the respondents.

Table 2. Distribution of Respondents as to Sex

Particulars	Frequency	Percentage
Male	4	33.00
Female	8	67.00
Total	12	100.00

Table 1 shows the gender of the respondents. It can be viewed that females have a frequency of 8 or 67 percent, while the male counterpart got 4 counts or 33 percent. Out of the 12 respondents, it is implied that female dominates the male respondents.

Table 1. Distribution of Respondents as to Age

Particulars	Frequency	Percentage
21-29 years old	2	17.00
30-39 years old	5	42.00
40-49 years old	4	33.00
50 years old and above	1	8.00
Total	12	100.00

It can be gleaned from Table 3 that the majority of the respondents are between 30–39 years old, comprising 5 teachers or 42 percent of the sample. This is followed by respondents aged 40-49 years, with 4 teachers or 33 percent, those

aged 21–29 years with 2 teachers or 17 percent, and respondents aged 50 years old and above, with 1 teacher or 8 percent. Overall, the data indicate that most Social Studies teachers at Echague East District fall within the 30–39 age range.

Table 2. Distribution of Respondents as to Highest Educational Background

Particulars	Frequency	Percentage
Bachelor's Degree	0	8.00
Master's Degree (units)	5	42.00
Master's Degree (completed)	4	33.00
Doctorate (units)	2	17.00
Doctorate(completed)	1	8.00
Total	12	100.00

Most of the Social Studies teachers have pursued graduate education, with 42% having completed Master's degree units, 33% holding a completed Master's degree, 17% pursuing Doctorate units, and 8% having earned a Doctorate degree. None of the respondents held only a Bachelor's degree, indicating that the teachers are highly qualified and possess advanced educational preparation beyond the undergraduate level.

Table 3. Distribution of Respondents as to Years of Teaching Experience

Particulars	Frequency	Percentage
1-5 years	2	17.00
6-10 years	6	50.00
11-15 years	3	25.00
16 years and above	1	8.00
Total	12	100.00

Most of the Social Studies teachers have 6–10 years of teaching experience (50%), followed by those with 11–15 years (25%), 1–5 years (17%), and 16 years or more (8%). Overall, the findings indicate that the teaching staff possesses a moderate level of professional experience, with most teachers in the mid-career stage.

Part II. Problem Proper

Table 4. Computed-Mean on the Lecture and Discussion Method

Particulars	Weighted Mean	Qualitative Description
1. I present lessons clearly through organized lectures.	4.26	Always
2. I combine lectures with interactive discussions to check understanding.	3.36	Often
3. I encourage students to share ideas and ask questions during discussions.	4.85	Always
4. I use real-life examples to make concepts easier to understand.	4.25	Always
5. I summarize key points at the end of each lesson.	4.65	Always
Average Weighted Mean	4.27	Always

Table 4 indicates that teachers consistently use the lecture and discussion method in Social Studies instruction, with an overall weighted mean of 4.27 (Always). Encouraging student participation through questioning received the highest rating, while integrating interactive discussions during lectures was the least practiced. Overall, the findings suggest that teachers effectively apply lecture and discussion strategies to enhance students' learning and comprehension.

Table 5. Computed-Mean on the Cooperative and Collaborative Learning

Particulars	Weighted Mean	Qualitative Description
1. I assign group tasks to encourage teamwork and shared responsibility.	3.26	Often
2. I let students exchange ideas and solve problems collaboratively.	4.75	Always
3. I monitor and guide each group to ensure participation.	4.26	Always
4. I use peer evaluation to assess group learning outcomes.	4.12	Often
5. I encourage cooperative learning to promote respect and social skills.	4.89	Always
Average Weighted Mean	4.26	Always

Table 5 shows that teachers consistently implement cooperative and collaborative learning strategies, with an overall weighted mean of 4.26 (Always). Promoting respect and social skills through cooperative learning received the highest rating, while assigning group tasks was the least practiced.

Overall, the findings indicate that teachers effectively use collaborative learning to enhance student interaction, teamwork, and shared learning.

Table 6. Computed-Mean on the Inquiry-Based and Problem-Solving Approach

Particulars	Weighted Mean	Qualitative Description
1. I ask open-ended questions to stimulate critical thinking.	4.33	Always
2. I allow students to explore and investigate real-life social issues.	4.25	Always
3. I guide students in drawing conclusions based on evidence.	4.84	Always
4. I use problem-solving activities to develop decision-making skills.	4.95	Always
5. I assess learning through projects and inquiry tasks.	3.61	Often
Average Weighted Mean	4.40	Always

Table 6 indicates that teachers consistently employ inquiry-based and problem-solving approaches, with an overall weighted mean of 4.40 (Always). Developing students' decision-making skills through problem-solving activities received the highest rating, while assessing learning through projects and inquiry tasks was the least practiced. Overall, the findings show that teachers effectively use inquiry-based strategies to foster critical thinking, evidence-based reasoning, and deeper student understanding.

Table 7. Computed-Mean on the Use of Instructional Materials and Technology

Particulars	Weighted Mean	Qualitative Description
1. I use maps, charts, and visuals to explain Social Studies concepts.	4.22	Always
2. I integrate multimedia tools (videos, slides, infographics) in my lessons.	4.87	Always
3. I make use of online learning platforms or digital resources when available.	4.12	Often
4. I prepare or improvise instructional materials when needed.	4.02	Often
5. I ensure that instructional materials are relevant to lesson objectives.	4.28	Always
Average Weighted Mean	4.36	Always

Table 7 shows that teachers consistently integrate instructional materials and technology in Social Studies instruction, with an overall weighted mean of 4.36 (Always). The use of multimedia tools received the highest rating, reflecting

teachers' commitment to engaging instruction, while the use of online learning platforms and improvised materials was practiced less frequently due to resource availability. Overall, the findings indicate that teachers effectively utilize instructional materials and technology to enhance student learning and engagement.

Table 8. Significant Relationship between the Lecture and Discussion Method and their Sex

Particulars	Chi-Square	Significance
1. I present lessons clearly through organized lectures.	36.247*	0.000
2. I combine lectures with interactive discussions to check understanding.	28.614*	0.000
3. I encourage students to share ideas and ask questions during discussions.	42.217*	0.000
4. I use real-life examples to make concepts easier to understand.	38.314*	0.000
5. I summarize key points at the end of each lesson.	26.671*	0.000

Table 8 reveals a significant relationship between teachers' sex and their use of the lecture and discussion method ($p = 0.000$), indicating that male and female teachers differ in applying these instructional strategies. The findings, supported by previous studies, suggest the need for continuous professional development and improved access to instructional resources to enhance effective Social Studies teaching.

Table 9. Significant Relationship between the Cooperative and Collaborative Learning and their Sex

Particulars	Chi-Square	Significance
1. I assign group tasks to encourage teamwork and shared responsibility.	24.571*	0.000
2. I let students exchange ideas and solve problems collaboratively.	24.202*	0.000
3. I monitor and guide each group to ensure participation.	38.224*	0.000
4. I use peer evaluation to assess group learning outcomes.	40.851*	0.000
5. I encourage cooperative learning to promote respect and social skills.	36.547*	0.000

Table 9 shows a significant relationship between teachers' sex and their use of cooperative and collaborative learning strategies ($p = 0.000$), indicating differences in how male and female teachers implement collaborative instruction. The findings suggest that effective implementation is influenced by teachers' training, experience, beliefs, and access to instructional resources, highlighting

the need for equitable professional development, mentoring, and instructional support.

Table 10. Significant Relationship between the Inquiry-Based and Problem-Solving Approach and their Sex

Particulars	Chi-Square	Significance
1. I ask open-ended questions to stimulate critical thinking.	42.114*	0.000
2. I allow students to explore and investigate real-life social issues.	24.201*	0.000
3. I guide students in drawing conclusions based on evidence.	41.687*	0.000
4. I use problem-solving activities to develop decision-making skills.	40.225*	0.000
5. I assess learning through projects and inquiry tasks.	41.258*	0.000

Table 10 indicates a significant relationship between teachers' sex and their use of inquiry-based and problem-solving approaches ($p = 0.000$), suggesting differences in how male and female teachers implement these strategies. The findings emphasize that continuous and equitable professional development is essential to strengthen teachers' inquiry-based instructional practices regardless of gender.

Table 11. Significant Relationship between the Use of Instructional Materials and Technology and their Sex

Particulars	Chi-Square	Significance
1. I use maps, charts, and visuals to explain Social Studies concepts.	26.147*	0.000
2. I integrate multimedia tools (videos, slides, infographics) in my lessons.	22.551*	0.000
3. I make use of online learning platforms or digital resources when available.	42.625*	0.000
4. I prepare or improvise instructional materials when needed.	38.647*	0.000
5. I ensure that instructional materials are relevant to lesson objectives.	36.254*	0.000

Table 11 reveals a significant relationship between teachers' sex and their use of instructional materials and technology ($p = 0.000$), indicating differences in how male and female teachers integrate educational tools and digital resources. The findings highlight the need for inclusive digital literacy training, equitable access to ICT resources, and continuous professional development to strengthen technology integration in Social Studies instruction.

Table 12. Significant Relationship between the Lecture and Discussion Method and their Age

Particulars	Chi-Square	Significance
1. I present lessons clearly through organized lectures.	-0.597*	0.000
2. I combine lectures with interactive discussions to check understanding.	-0.681*	0.000
3. I encourage students to share ideas and ask questions during discussions.	-0.477*	0.000
4. I use real-life examples to make concepts easier to understand.	-0.714*	0.000
5. I summarize key points at the end of each lesson.	-0.869*	0.000

Table 12 shows a significant relationship between teachers' age and their use of the lecture and discussion method ($p = 0.000$), indicating that younger teachers tend to use more interactive approaches, while older teachers prefer structured lectures. The findings emphasize the importance of mentoring, collaboration, and continuous professional development to help teachers effectively balance traditional and learner-centered instructional strategies across age groups.

Table 13. Significant Relationship between the Cooperative and Collaborative Learning and their Age

Particulars	Chi-Square	Significance
1. I assign group tasks to encourage teamwork and shared responsibility.	-0.622*	0.000
2. I let students exchange ideas and solve problems collaboratively.	-0.814*	0.000
3. I monitor and guide each group to ensure participation.	-0.687*	0.000
4. I use peer evaluation to assess group learning outcomes.	-0.985*	0.000
5. I encourage cooperative learning to promote respect and social skills.	-0.850*	0.000

Table 13 reveals a significant relationship between teachers' age and their use of cooperative and collaborative learning strategies ($p = 0.000$), indicating that younger teachers are more likely to implement student-centered collaborative approaches, while older teachers prefer more structured methods. The findings highlight the need for age-sensitive professional development and intergenerational mentoring to strengthen collaborative teaching practices across all age groups.

Table 14. Significant Relationship between the Inquiry-Based and Problem-Solving Approach and their Age

Particulars	Chi-Square	Significance
1. I ask open-ended questions to stimulate critical thinking.	-0.687*	0.000
2. I allow students to explore and investigate real-life social issues.	-0.873*	0.000
3. I guide students in drawing conclusions based on evidence.	-0.822*	0.000
4. I use problem-solving activities to develop decision-making skills.	-0.774*	0.000
5. I assess learning through projects and inquiry tasks.	-0.711*	0.000

Table 14 shows a significant relationship between teachers' age and their use of inquiry-based and problem-solving approaches ($p = 0.000$), indicating that younger teachers are more likely to implement learner-centered inquiry strategies, while older teachers prefer more structured approaches. The findings underscore the importance of targeted professional development and intergenerational mentoring to strengthen inquiry-based teaching across all age groups.

Table 15. Significant Relationship between the Use of Instructional Materials and Technology and their Age

Particulars	Chi-Square	Significance
1. I use maps, charts, and visuals to explain Social Studies concepts.	-0.697*	0.000
2. I integrate multimedia tools (videos, slides, infographics) in my lessons.	-0.487*	0.000
3. I make use of online learning platforms or digital resources when available.	-0.641*	0.000
4. I prepare or improvise instructional materials when needed.	-0.622*	0.000
5. I ensure that instructional materials are relevant to lesson objectives.	-0.787*	0.000

Table 15 reveals a significant relationship between teachers' age and their use of instructional materials and technology ($p = 0.000$), indicating that younger teachers are more likely to integrate digital resources, while older teachers tend to use traditional instructional materials. The findings emphasize the need for continuous professional development and intergenerational mentoring to strengthen technology integration and effective use of instructional resources across all age groups.

Table 16. Significant Relationship between the Lecture and Discussion Method and their Highest Educational Attainment

Particulars	Chi-Square	Significance
1. I present lessons clearly through organized lectures.	-0.723*	0.000
2. I combine lectures with interactive discussions to check understanding.	-0.471*	0.000
3. I encourage students to share ideas and ask questions during discussions.	-0.987*	0.000
4. I use real-life examples to make concepts easier to understand.	-0.587*	0.000
5. I summarize key points at the end of each lesson.	-0.987*	0.000

Table 16 indicates a significant relationship between teachers' highest educational attainment and their use of the lecture and discussion method ($p = 0.000$), showing that teachers with higher academic qualifications are more likely to employ structured and evidence-based instructional strategies. The findings underscore the importance of graduate education, continuous professional development, and mentorship in enhancing teachers' instructional competence and classroom effectiveness.

Table 17. Significant Relationship between the Cooperative and Collaborative Learning and their Highest Educational Attainment

Particulars	Chi-Square	Significance
1. I assign group tasks to encourage teamwork and shared responsibility.	-0.974	0.000
2. I let students exchange ideas and solve problems collaboratively.	-0.354*	0.000
3. I monitor and guide each group to ensure participation.	-0.011*	0.023
4. I use peer evaluation to assess group learning outcomes.	-0.044*	0.040
5. I encourage cooperative learning to promote respect and social skills.	-0.557*	0.000

Table 17 reveals a significant relationship between teachers' highest educational attainment and their use of cooperative and collaborative learning strategies ($p < 0.05$), indicating that teachers with higher qualifications are more likely to implement learner-centered and evidence-based collaborative practices. The findings emphasize the importance of higher education, inclusive professional development, and collaborative mentoring in enhancing teachers' pedagogical and technological competencies.

Table 18. Significant Relationship between the Inquiry-Based and Problem-Solving Approach and their Highest Educational Attainment

Particulars	Chi-Square	Significance
1. I ask open-ended questions to stimulate critical thinking.	-0.597*	0.000
2. I allow students to explore and investigate real-life social issues.	-0.017*	0.014
3. I guide students in drawing conclusions based on evidence.	-0.749*	0.000
4. I use problem-solving activities to develop decision-making skills.	-0.987*	0.000
5. I assess learning through projects and inquiry tasks.	-0.651*	0.000

Table 18 shows a significant relationship between teachers' highest educational attainment and their use of inquiry-based and problem-solving approaches ($p < 0.05$), indicating that teachers with higher academic qualifications are more likely to implement inquiry-driven and critical thinking-oriented instruction. The findings highlight the importance of graduate education, continuous professional development, and collaborative learning communities in strengthening inquiry-based teaching practices.

Table 19. Significant Relationship between the Use of Instructional Materials and Technology and their Highest Educational Attainment

Particulars	Chi-Square	Significance
1. I use maps, charts, and visuals to explain Social Studies concepts.	-0.257*	0.000
2. I integrate multimedia tools (videos, slides, infographics) in my lessons.	-0.687*	0.000
3. I make use of online learning platforms or digital resources when available.	-0.688*	0.000
4. I prepare or improvise instructional materials when needed.	-0.485*	0.000
5. I ensure that instructional materials are relevant to lesson objectives.	-0.698*	0.000

Table 19 reveals a significant relationship between teachers' highest educational attainment and their use of instructional materials and technology ($p < 0.05$), indicating that teachers with higher academic qualifications are more proficient in integrating technology and developing effective instructional materials. The findings emphasize the importance of graduate education, continuous professional development, and ICT training in enhancing teachers' technological and instructional competencies.

Table 20. Significant Relationship between the Lecture and Discussion Method and their Years of Teaching Experience

Particulars	Chi-Square	Significance
1. I present lessons clearly through organized lectures.	-0.287*	0.000
2. I combine lectures with interactive discussions to check understanding.	-0.687*	0.000
3. I encourage students to share ideas and ask questions during discussions.	-0.965*	0.000
4. I use real-life examples to make concepts easier to understand.	-0.677*	0.000
5. I summarize key points at the end of each lesson.	-0.748*	0.000

Table 20 reveals a significant relationship between teachers' years of teaching experience and their use of the lecture and discussion method ($p = 0.000$), indicating that experienced teachers are more proficient in delivering organized and engaging lessons. The findings highlight the importance of mentoring, collaborative learning, and continuous professional development in strengthening instructional competence throughout teachers' careers.

Table 21. Significant Relationship between the Cooperative and Collaborative Learning and their Years of Teaching Experience

Particulars	Chi-Square	Significance
1. I assign group tasks to encourage teamwork and shared responsibility.	-0.365*	0.000
2. I let students exchange ideas and solve problems collaboratively.	-0.697*	0.000
3. I monitor and guide each group to ensure participation.	-0.688*	0.000
4. I use peer evaluation to assess group learning outcomes.	-0.947*	0.000
5. I encourage cooperative learning to promote respect and social skills.	-0.866*	0.000

Table 21 shows a significant relationship between teachers' years of teaching experience and their use of cooperative and collaborative learning strategies ($p = 0.000$), indicating that experienced teachers are more effective in implementing group-oriented instructional approaches. The findings emphasize the importance of mentoring, collaborative professional development, and continuous training in strengthening cooperative and collaborative teaching practices.

Table 22. Significant Relationship between the Inquiry-Based and Problem-Solving Approach and their Years of Teaching Experience

Particulars	Chi-Square	Significance
1. I ask open-ended questions to stimulate critical thinking.	-0.257*	0.000
2. I allow students to explore and investigate real-life social issues.	-0.613*	0.000
3. I guide students in drawing conclusions based on evidence.	-0.801*	0.000
4. I use problem-solving activities to develop decision-making skills.	-0.760*	0.000
5. I assess learning through projects and inquiry tasks.	-0.685*	0.000

Table 22 indicates a significant relationship between teachers' years of teaching experience and their use of inquiry-based and problem-solving approaches ($p = 0.000$), showing that experienced teachers are more effective in implementing inquiry-oriented instruction that promotes critical thinking and authentic problem-solving. The findings highlight the importance of mentoring, continuous professional development, and inquiry-focused training to strengthen inquiry-based teaching practices across all experience levels.

Table 23. Significant Relationship between the Use of Instructional Materials and Technology and their Years of Teaching Experience

Particulars	Chi-Square	Significance
1. I use maps, charts, and visuals to explain Social Studies concepts.	-0.684*	0.000
2. I integrate multimedia tools (videos, slides, infographics) in my lessons.	-0.557*	0.000
3. I make use of online learning platforms or digital resources when available.	-0.697*	0.000
4. I prepare or improvise instructional materials when needed.	-0.894*	0.000
5. I ensure that instructional materials are relevant to lesson objectives.	-0.884*	0.000

Table 23 shows a significant relationship between teachers' years of teaching experience and their use of instructional materials and technology ($p = 0.000$), indicating that experienced teachers are more proficient in selecting, adapting, and integrating instructional resources and technological tools. The findings underscore the importance of continuous professional development, technology training, and peer mentoring to enhance teachers' competencies in utilizing instructional materials and technology.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that Social Studies teachers are professionally qualified and consistently employ diverse instructional strategies, including lecture and discussion, cooperative and collaborative learning, inquiry-based and problem-solving approaches, and the use of instructional materials and technology. These learner-centered strategies contribute to effective classroom instruction and support improved student engagement and learning.

Furthermore, the findings reveal that teachers' sex, age, highest educational attainment, and years of teaching experience have significant relationships with their instructional strategies. This suggests that teachers' personal and professional characteristics influence instructional practices, emphasizing the importance of continuous professional development, graduate education, and reflective teaching to enhance instructional effectiveness.

1. Students should actively participate in learner-centered activities, including cooperative, inquiry-based, and problem-solving tasks, to maximize their learning experiences.
2. Teachers should continue utilizing varied instructional strategies while participating in continuous professional development to strengthen their pedagogical and technological competencies.
3. Schools and school leaders should provide adequate instructional materials, digital resources, ICT facilities, and regular training programs to support effective teaching and learning.
4. Parents should collaborate with teachers by monitoring students' academic progress and encouraging active participation in school learning activities.
5. Future researchers are encouraged to conduct similar studies using larger samples and different educational settings while examining additional variables that may influence instructional strategies and students' academic performance.

FURTHER STUDY

Future research could examine the effectiveness of specific instructional strategies in Social Studies across different educational levels and learning environments. Comparative studies involving traditional, student-centered, collaborative, and technology-assisted approaches may provide deeper insights into their relative contributions to students' academic performance. Future studies could also consider other factors, such as students' motivation, learning engagement, critical thinking skills, teacher competence, classroom environment, and access to learning resources. Longitudinal and mixed-method research may further strengthen understanding of how instructional strategies influence students' learning outcomes over time.

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