EFFECTIVENESS OF TEACHING STRATEGIES IN ARALING PANLIPUNAN AND LEARNERS' OUTCOMES



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Effectiveness of Teaching Strategies in Araling Panlipunan and Learners' Outcomes

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Abstract

This study determined the level of effectiveness of teachers' teaching strategies in Araling Panlipunan and learners' outcomes in District II, Malaybalay City Division SY 2024-2025. Specifically, it determined the level of effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Active Learning Techniques, Collaborative Teaching Practices, Inquiry-Based Learning, Multicultural Perspective, Student Engagement, Technology Integration, including the learning outcomes of the learners or the average grade of the learners in Araling Panlipunan under the Matatag Curriculum. The researcher utilized an adapted survey questionnaire from Chanchumni and Mangkhang to gather the data needed to answer the questions in this study. The respondents of this study were the Grade VII learners in District II, Malaybalay City Division. The data was interpreted using statistical tools such as mean, standard deviation, frequency count, percentage, and Pearson r Product Moment Correlation Coefficient. Findings determined that the effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Active Learning Techniques was generally rated as Highly Effective; Collaborative Teaching Practices was generally rated as Highly Effective; Inquiry-Based Learning was generally rated as Highly Effective; Multicultural Perspective was rated as Highly Effective; Student Engagement was rated as Highly Effective; and Technology Integration was rated as Highly Effective. The majority of the learners fell within the 90–100 range (f = 57, 47.9%), which corresponds to an outstanding level. The overall correlation between teachers' strategies and students' learning outcome was found to be significant, indicating a meaningful relationship between the general effectiveness of teaching strategies and student learning outcomes. Multicultural Perspective approach exhibited a significant relationship, suggesting that incorporating diverse cultural perspectives positively impacts learners' comprehension and academic performance. This underscores the importance of inclusive, culturally responsive instructional approaches that foster a deeper understanding and appreciation of diverse perspectives. By embracing multiculturalism in the classroom, educators can create learning environments that empower students, challenge biases, and equip learners with the essential knowledge, skills, and mindsets needed for active and engaged citizenship in an increasingly interconnected world.

Keywords: *teaching strategies, araling panlipunan, learning outcomes, active learning techniques, collaborative teaching practices, inquiry-based learning, multicultural perspective, student engagement, technology integration*

Introduction

Effective teaching affects student learning and engagement. Well-designed solutions can improve critical thinking, social, political, and economic understanding, and academic success. Problem-based Learning, Socratic questioning, and collaborative group work can meet students' different learning requirements. In Araling Panlipunan, choosing and using effective teaching methods improves students' knowledge, abilities, and academic achievement.

The social sciences of history, geography, political science, economics, sociology, and anthropology make up Araling Panlipunan. It helps students appreciate the complexity and interconnectedness of human societies, cultures, and interactions. Students in social studies classes can develop critical thinking, problem-solving, and decision-making skills needed for active and informed citizenship by exploring these complex social issues. Social studies' multidisciplinary nature helps students to integrate information from many fields, giving them a holistic view of domestic and global challenges and opportunities. Practical methods are needed to educate Araling Panlipunan in the study.

According to Dutta et al. (2023), problem-based Learning in Araling Panlipunan classes improved students' critical thinking skills, as shown by their ability to analyze complex social issues, evaluate multiple perspectives, and solve real-world problems. Students better understood essential social, political, and economic ideas using this teaching method, improving academic performance.

Moreover, Nguyen (2023) also examined Socratic questioning in Araling Panlipunan classrooms. The researchers found that interactive teaching improved students' critical examination and synthesis of complex social, political, and economic topics. The Socratic approach helped students evaluate diverse perspectives, challenge assumptions, and acquire sophisticated understandings of human societies' linked difficulties by asking critical questions and encouraging conversation. This teaching method helped students think critically, justify their ideas, and understand social studies' complexity.

In addition, Yusof and Bagolong (2023) examined the benefits of collaborative group work in Araling Panlipunan courses. Students' problem-solving, cooperation, and communication skills improved after these interactive learning experiences. Group projects and discussions helped students critically analyze complicated societal issues, examine many perspectives, and solve real-world problems. This collaborative learning approach helped students develop critical thinking and problem-solving abilities needed for social science success and active citizenship.

The Department of Education has developed innovative teaching methodologies to improve Araling Panlipunan student outcomes. Solution-based Learning, Socratic questioning, and collaborative group work are examples. Students' ability to analyze complex social issues, evaluate multiple perspectives, and solve real-world problems has improved since Araling Panlipunan classes implemented problem-based Learning (Haryanto & Kusmiyati, 2022). Students better understand crucial social, political, and economic ideas using this teaching method, improving academic performance.

Socratic questioning in Araling Panlipunan classes has also enabled students to critically evaluate diverse perspectives, challenge assumptions, and acquire nuanced understandings of human societies' linked concerns. This participatory method has helped students critically analyze and synthesize complex social, political, and economic issues (Lee et al., 2023). In Araling Panlipunan courses, collaborative group work has improved students' problem-solving, cooperation, and communication skills. Group exercises and discussions enhance learners' ability to comprehend complex social issues, consider many perspectives, and solve real-world challenges (Bruce-Davis et al., 2017).

The studies above shed light on the efficacy of various teaching practices in Araling Panlipunan, but they do not address how these and other methods affect students' academic success. Integrating effective teaching strategies into the Araling Panlipunan curriculum may improve learners' knowledge, skills, and preparation for active citizenship. However, more research is needed to determine its long-term effects. More research is needed on contextual elements, including teacher training, classroom climate, and resource availability, that may affect the success of various teaching methods in diverse educational settings.

The researcher is motivated to study how Araling Panlipunan's teaching styles affect student learning. This study is important to assess Araling Panlipunan instructors' teaching methodologies and student achievements in District II, Malaybalay City Division SY 2024-2025.

Research Questions

This study was conducted to examine the level of effectiveness of teachers' teaching strategies in Araling Panlipunan and learner's outcomes in District II, Malaybalay City Division SY 2024-2025.

Specifically, this study sought to answer the following questions:

- 1. What is the level of effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Active Learning Techniques, Collaborative Teaching Practices, Inquiry-Based Learning, Multicultural Perspective, Student Engagement, and, Technology Integration?
- 2. What is the level of the learning outcomes of the learners in Araling Panlipunan?
- 3. Is there a significant relationship between the level of effectiveness of teachers' teaching strategies in Araling Panlipunan and the Learning Outcomes of the learners?

Methodology

Research Design

This study employed a descriptive-correlational research design to explore the effectiveness of teachers' teaching strategies in Araling Panlipunan and their impact on learners' outcomes in District II, Malaybalay City Division, for the school year 2024-2025.

Data regarding the effectiveness of teachers' teaching strategies, specifically about Active Learning Techniques, Collaborative Teaching Practices, Inquiry-Based Learning, a Multicultural Perspective, Student Engagement, and Technology Integration, was gathered using an adapted questionnaire. The data was analyzed using statistical tools, including mean, standard deviation, frequency count, percentage, and Pearson r Product Moment Correlation Coefficient.

Participants

The 2024-2025 academic year saw this research in District II of the Malaybalay City Division. Malaybalay, the capital of Bukidnon province in the Philippines, is a first-class component city. According to the 2020 census, the city has 190,712 citizens. Malaybalay, known as the "South Summer Capital of the Philippines," borders Impasugong to the north, Lantapan to the west, Valencia and San Fernando to the south, and Cabanglasan and Agusan del Sur to the east.

In the late 19th century, Misamis Oriental created Malaybalay as a municipal district. Malaybalay became Bukidnon's capital in 1907 after the special province of Agusan—now separated into Agusan del Norte and Sur—was established. Republic Act 8490 made the town a city on February 11, 1998, after it was established as a municipality on October 19, 1907. The annual Kaamulan Festival, held in Malaybalay City from mid-February to March 10, is famous.

Limited records and competing narratives make Malaybalay's history difficult to grasp. These issues stem from Indigenous peoples' oral history and Spanish registries' lack of regional records.

On March 26, 1996, the Sangguniang Bayan of Malaybalay passed Resolution No. 3699-96 to request city status from the House of Representatives. Reginaldo Tilanduca, Bukidnon's 2nd District Representative, proposed House Bill 6275 to make Malaybalay a

component city. Therefore, on March 22, 1998, President Fidel Ramos signed Republic Act No. 8490, making Malaybalay Bukidnon's first component city.

Malaybalay has 46 barangays, each having puroks and some with sitios. These barangays are divided into five districts: Poblacion, North Highway, South Highway, Basakan, and Upper Pulangi. This study will examine District II of Malaybalay City Division in 2024–2025.

The respondents of this study were 119 Grade VII learners in District II, Malaybalay City Division SY 2024-2025. They are junior high school learners from diverse backgrounds, aged 12 to 13, including both males and females. These learners were chosen to be the respondents as they were the pioneering students who had been taught with the Matatag Curriculum. Assent forms were given to the respondents who were identified as minors.

Table 1 presents the distribution of respondents by school

Table 1. Distribution of Respondents by School						
School	Number of Learners	Number of Respondents				
Manalog Integrated School	28	28				
Kibalabag Integrated School	30	30				
Kilap-agan Integrated School	30	30				
Can-ayan Integrated School	31	31				
Total	119	119				

Sampling Instrument

This research employed Complete Enumeration as its sampling procedure. Complete Enumeration, also known as a census, entails the examination of the entire population under study rather than selecting a sample subset. In this context, the population comprises all Grade VII learners within District II of the Malaybalay City Division. This methodology ensures that the entire demographic is surveyed, eliminating potential sampling bias. The researcher has opted for Complete Enumeration due to its inherent capacity for delivering high accuracy, as it yields precise and comprehensive data reflective of the whole population.

Research Instrument

The researcher utilized an adapted questionnaire from Chanchumni and Mangkhang (2021) as the instrument of this study. It has a Cronbach's Alpha of .813, which means that it is reliable. It is a survey questionnaire composed of two parts.

Part I concerns the effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Active Learning Techniques, Collaborative Teaching Practices, Inquiry-Based Learning, Multicultural Perspectives, Student Engagement, and Technology Integration.

Part II is on the learning outcomes of the learners in Araling Panlipunan taken from the SF9.

Procedure

The present study was conducted by the established Standard Operating Procedures (SOP) at Valencia Colleges (Buk.) Incorporated. The researcher commenced the process by securing an approval and endorsement letter from the Dean of the Graduate School. This endorsement was subsequently be presented to the Schools Division Superintendent of Malaybalay City Division to obtain necessary authorization. Following this consent, the researcher sought permission from the Public Schools District Supervisor of District II, Malaybalay City. Upon securing the requisite approvals, the administrators of the selected schools were contacted to obtain their consent to conduct the study within their facilities. Once all permissions were granted, the researcher proceeded to disseminate the questionnaires to the designated respondents.

Results and Discussion

This section presents the findings and a detailed discussion of my study's results. The findings demonstrated in this section were taken from the data gathered during the interview with the participants in their experiences in the implementation of the RISE program in Tokawal Elementary School. The data were analyzed and interpreted using Colaizzi's method, and major themes were identified.

Table 2. Level of effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Active Learning Techniaues.

Indicator	Mean	SD	Interpretation
In learning Araling Panlipunan, my teacher:			
Utilizes Socratic questioning techniques to encourage critical examination of	4.34	0.655	Very Highly Effective
multiple perspectives.			
Engages us in problem-based learning activities to analyze complex social issues.	3.97	0.688	Highly Effective
Incorporates hands-on, experiential learning opportunities to reinforce key	3.93	0.810	Highly Effective

1.00-1.79

concepts.						
Facilitates collaborative group work the	hat fosters	teamwork, commu	nication, and	3.74	0.707	Highly Effective
problem-solving skills.	comoto doo	per understanding	and	3 61	0.750	Highly Effective
application of social science principle	s.	per understanding a	and	5.01	0.750	Tiginy Effective
(Overall			3.92	0.434	Highly Effective
Scale	Range	Indicator	Descri	iption		
5	4.20-5.00	Very Highly Effective	Observed 9-10 times	out of ten situa	ations	
4	3.40-4.19	Highly Effective	Observed 7-8 times	out of ten situat	tions	
3	2.60-3.39	Moderately Effective	Observed 5-6 times	out of ten situat	tions	
2	1.80-2.59	Less Effective	Observed 3-4 times	out of ten situat	tions	

Table 2 shows that Araling Panlipunan instructors' Active Learning Techniques were Highly Effective with a mean of 3.92 and a standard deviation of 0.434. Teachers in Araling Panlipunan found that active learning strategies increased student involvement and Learning. These methods got pupils to actively study, improving their comprehension and retention. Teachers created a more dynamic and interactive classroom environment by engaging students in active learning practices, which enhanced student learning outcomes.

Observed 0-2 times out of ten

Not Effective

Looking at the table, Socratic questioning to stimulate critical thinking was the highest-ranked tactic with a mean of 4.34 and a standard deviation of 0.655, rated Very Highly Effective. Teaching critical thinking and exploring multiple ideas through Socratic dialogue shows that teachers may create an engaging and intellectually exciting learning environment for their pupils. Teachers show their dedication to strengthening students' analytical abilities and creating a varied classroom culture by encouraging students to critically evaluate numerous perspectives and engage in serious debates. This method improves students' course comprehension and teaches them to think critically about complicated real-world challenges. Teachers' expertise of Socratic questioning helps students explore the subject's nuances and complexity, encouraging them to become independent, discriminating learners.

The lowest-rated factor was encouraging reflective activities that deepen social science learning and application, with a mean of 3.62 and a standard deviation of 0.750. While still Highly Effective, this lower mean implies that student reflection and self-assessment may improve Learning. More organized reflection practices may help students grasp and apply social science principles. Please encourage students to regularly reflect on their Learning, assess their cognitive processes, and consider the practical consequences of subjects they're studying to strengthen their knowledge and critical thinking. Teachers can encourage metacognitive Learning by using diary entries, group discussions, and case study analyses. This can deepen and strengthen social science theories and their relevance. Creating a classroom culture of reflection could improve Araling Panlipunan's student learning.

Other indicators such as problem-based learning activities to analyze complex social issues (mean 3.97, standard deviation 0.688), hands-on, experiential learning (mean 3.93, standard deviation 0.810), and collaborative group work to develop teamwork, communication, and problem-solving skills (mean 3.74, standard deviation 0.707) were also rated Highly Effective. Student involvement and subject comprehension were greatly improved by these active learning tactics. Teachers created a dynamic learning environment that promoted critical thinking, problem-solving, and teamwork by engaging students in interactive and collaborative tasks.

The study confirms Ho et al. (2023) 's findings that Socratic questioning in history classrooms improved students' ability to analyze complicated historical events from many perspectives. The researchers found that the Socratic method helped students question their beliefs and examine other perspectives, improving their critical thinking. Socratic questioning also affected political science student learning, according to Kusmaryani (2021). Socratic questioning students were more engaged, participated, and understood course concepts than lecture-based students.

Vittorio et al. (2022) examined Socratic questioning in a sociology classroom, and this supports their idea. Students who received Socratic-based training were better at critically analyzing social issues and making well-reasoned arguments. Bates et al. (2024) also found that Socratic questioning in an economics course improved problem-solving by helping students identify underlying assumptions and consider multiple approaches to complex economic scenarios.

Nguyen et al. (2021) also conducted a comprehensive experimental investigation on how think-pair-share and small-group discussions affect student involvement and learning outcomes. These interactive learning tactics significantly improved student engagement and course understanding, as shown by higher summative assessment scores. Yannier et al. (2020) observed that the flipped classroom paradigm significantly improved student engagement and learning outcomes. This change allowed students to dig deeper into the course material, apply concepts through hands-on exercises, and work with classmates to understand better and discuss the material.

Participatory learning strategies including collaborative conversations, flipped classrooms, gamification, and problem-based Learning can improve student engagement and performance. These interactive methods let students take charge of their Learning, connect with the topic, and develop critical thinking, problem-solving, and teamwork skills. Teachers may help students grasp the material and prepare for the future by creating engaging learning environments that stimulate collaboration, inquiry, and practical application.

1.00-1.79

Table 3. level of effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Collaborative Teaching Practices

In	Indicator					Interpretation
In learning Araling	Panlipuna	n, my teacher:				
Encourages students to work togethe	Encourages students to work together on projects and presentations to enhance					Very Highly Effective
teamwork and communication skills.						
Facilitates collaborative group discu	ssions to p	promote knowledge	e sharing and	4.13	0.590	Highly Effective
collective problem-solving.		, U	0			
Fosters a classroom environment that values diverse perspectives and				3.92	0.766	Highly Effective
collaborative exploration of social issue	ies.	•	•			
Designs learning activities that require	e students t	o engage in peer-to	-peer learning	3.63	0.649	Highly Effective
and provide feedback to one another.		001				
Integrates opportunities for students t	o co-creat	e learning materials	s and learning	3.61	0.704	Highly Effective
experiences with the teacher.		U	C			
(Overall			3.91	0.438	Highly Effective
Scale	Range	Indicator	Descri	ption		
5	4.20-5.00	Very Highly Effective	Observed 9-10 times	out of ten situa	tions	
4	3.40-4.19	Highly Effective	Observed 7-8 times	out of ten situat	ions	
3	2.60-3.39	Moderately Effective	Observed 5-6 times	out of ten situat	ions	
2	1.80-2.59	Less Effective	Observed 3-4 times	out of ten situat	ions	

Table 3 demonstrates that Araling Panlipunan instructors' Collaborative Teaching Practices were Highly Effective with a mean of 3.91 and a standard deviation of 0.438. Collective lesson planning, co-teaching, and peer observation allowed teachers to share ideas, learn from each other, and provide more tailored student support. As instructors collaborate to improve teaching tactics, they invest more in student learning. Sharing excellent practices and learning from each other can help teachers enhance and deepen student learning.

Observed 0-2 times out of ten

Not Effective

Looking at the table, encouraging students to work together on projects and presentations to improve cooperation and communication scored Very Highly Effective with a mean of 4.27 and a standard deviation of 0.548. Students learn from each other, gain important social skills, and have a more interesting and enriching learning experience with this collaborative method. This method creates a dynamic, interactive learning environment where students can interact with course material and peers. Students learn subject matter and develop communication, teamwork, and problem-solving skills for academic and professional success.

Integration possibilities for students to co-create learning materials and experiences with the teacher was the lowest-rated indicator, with a mean of 3.61 and a standard deviation of 0.704. Though still Highly Effective, this lower mean reflects fewer opportunities for students to shape their learning experiences actively. This shows how teachers can collaborate to improve student learning by developing and refining instructional tactics.

Facilitating collaborative group discussions to promote knowledge sharing and collective problem-solving with a mean of 4.13 and a standard deviation of 0.590, fostering a classroom environment that values diverse perspectives and collaborative exploration of social issues with a mean of 3.92 and a standard deviation of 0.766, and designing learning activities that require students to peer-peer learn and provide feedback are other indicators. This suggests that collaborative teaching techniques improve student learning. This helps students learn the subject matter and improve communication, teamwork, and problem-solving skills for academic and professional success.

The findings support Grijpma et al. (2024), who found that collaborative teaching practices like joint lesson planning, co-teaching, and peer observation allowed teachers to share ideas, learn from each other, and provide more personalized support to students, creating a highly effective learning environment. The researchers also found that think-pair-share activities, small group discussions, the flipped classroom model, gamification, and problem-based Learning significantly improved student engagement and learning outcomes. These interactive and student-centered methods encouraged students to participate more in their education, dig deeper into course material, and build critical thinking, problem-solving, and teamwork skills.

This supports Eden et al. (2024), who found that encouraging students to collaborate on projects and presentations improved collaboration and communication skills and created a dynamic and participatory learning environment. This approach creates a more collaborative and engaging learning environment where kids may actively learn and develop important social skills. Veramuthu and Shah (2020) also explored the integration of student-teacher co-creation of learning materials and experiences, finding that while highly beneficial, student participation in shaping Learning might be increased.

This also supports Donham et al. (2022), who found that facilitating collaborative group discussions promotes knowledge sharing, collective problem-solving, and a classroom environment that values diverse perspectives and collaborative social issue exploration. The researchers also found that think-pair-share activities, small group discussions, the flipped classroom model, gamification, and problem-based Learning significantly improved student engagement and learning outcomes. These interactive and student-centered methods encouraged students to participate more in their education, dig deeper into course material, and build critical thinking, problem-solving, and teamwork skills.

Finally, Pretorius and Nel (2021) showed that peer-to-peer Learning and feedback improve communication and collaborative abilities. These collaborative activities create a dynamic and interactive learning environment where students may actively engage with course material, learn from each other, and build key interpersonal skills for academic and professional success.

Joint lesson planning, co-teaching, and peer observation improve student learning. These approaches allow teachers to collaborate, learn, and provide more personalized support to students, creating a highly successful learning environment. Active learning tactics like think-pair-share, small group conversations, the flipped classroom model, gamification, and problem-based Learning can boost student engagement and learning results. These interactive and student-centered methods encourage students to participate more in their education, dig deeper into course material, and build critical thinking, problem-solving, and teamwork skills.

Table 4. level of effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Inquiry-Based Learning

Indicator	Mean	SD	Interpretation
In learning Araling Panlipunan, my teacher:			
Facilitates discussions that allow me to examine multiple perspectives and	4.21	0.580	Very Highly Effective
challenge assumptions.			
Encourages me to ask thought-provoking questions to deepen my understanding	4.09	0.638	Highly Effective
of social issues.			
Provides opportunities for me to design and carry out my own investigations of	3.87	0.743	Highly Effective
real-world problems.			
Guides me to conduct research and gather evidence to support my analysis of	3.71	0.626	Highly Effective
complex social phenomena			
Fosters a learning environment that values my curiosity and supports my	3.65	0.696	Highly Effective
independent exploration of social science concepts			
Overall	3.91	0.442	Highly Effective
Scale Range Indicator Desc.	ription		

Scale	Range	Indicator	Description
5	4.20-5.00	Very Highly Effective	Observed 9-10 times out of ten situations
4	3.40-4.19	Highly Effective	Observed 7-8 times out of ten situations
3	2.60-3.39	Moderately Effective	Observed 5-6 times out of ten situations
2	1.80-2.59	Less Effective	Observed 3-4 times out of ten situations
1	1.00-1.79	Not Effective	Observed 0-2 times out of ten

Table 4 shows that Araling Panlipunan teachers' Inquiry-Based Learning techniques were Highly Effective, with a mean of 3.91 and a standard deviation of 0.442. Most of these tactics were Highly Effective, boosting active student participation and greater subject mastery. These instructional methods may increase academic performance and build critical thinking and problem-solving skills.

Facilitating debates that allow students to investigate diverse views and challenge preconceptions was the most highly effective method, with a mean of 4.21 and a standard deviation of 0.580. The data shows that fostering debates that allow students to investigate diverse views and challenge preconceptions was the most effective technique, with a mean of 4.21 and a standard deviation of 0.580. This method helps students think critically, explore multiple perspectives, and question their prejudices, which are crucial for academic and professional success. This suggests that teachers can improve student learning by encouraging open discourse and idea-sharing.

A mean of 3.65 with a standard deviation of 0.696 was the lowest rating for developing a learning environment that promotes student curiosity and supports independent social science exploration. Nurturing pupils' inherent curiosity and encouraging self-directed Learning helps improve understanding and critical thinking. This suggests that fostering student curiosity and supporting independent exploration of social science concepts empowers students to take a more active role in their Learning, which can improve engagement, retention, and the development of essential skills like problem-solving and analytical thinking.

Other indicators include encouraging students to ask thought-provoking questions to deepen their understanding of social issues with a mean of 4.09 and a standard deviation of 0.638, allowing students to design and conduct their own investigations of real-world problems with a mean of 3.87 and a standard deviation of 0.743, and guiding students to research and gather evidence to support their analysis of complex social phenomena. These tactics can create a more engaging and richer learning environment where students are empowered to actively participate in Learning, develop critical thinking and problem-solving abilities, and better grasp complex societal issues.

The findings support Eden et al. (2024), who found that facilitating collaborative group discussions promotes knowledge sharing, collective problem-solving, and a classroom environment that values diverse perspectives and collaborative social issue exploration. Collaborative teaching practices can improve students' educational experience by creating a dynamic and interactive learning environment that empowers them to take an active role in their Learning, engage more deeply with course material, and develop critical thinking, problem-solving, and teamwork skills.

Also, Thornhill-Miller et al. (2023) found that developing learning activities that compel students to provide each other feedback is highly successful. This approach creates a dynamic and interactive learning environment where students can actively engage with course material, learn from each other, and develop essential interpersonal skills for academic and professional success, which can improve communication and teamwork skills.



This also supports Murad et al. (2021), who found that active learning strategies like think-pair-share, small group discussions, the flipped classroom model, gamification, and problem-based Learning can boost student engagement and learning outcomes. Active, student-centered techniques encourage students to participate more in their education, connect more thoroughly with course material, and build critical thinking, problem-solving, and collaborative skills. These teaching methods create a dynamic, engaging learning environment that develops essential academic and professional skills.

Massa et al. (2021) also showed that collaborative teaching approaches such as joint course design, co-teaching, and peer observation can improve student learning. These techniques allow teachers to collaborate, learn, and provide more personalized support to students, creating a more engaging and stimulating learning environment. Collaborative teaching promotes professional development, sharing of best practices, and customized instruction and support for students.

This also supports Benedicto and Andrade's (2022) finding that promoting student curiosity and independent social science exploration might have substantial repercussions. This technique can encourage students to participate in their Learning, improving engagement, retention, and skill development, including problem-solving and analytical thinking. Students can take a more active role in their education by nurturing their innate inquisitiveness and fostering self-directed study to improve knowledge and critical thinking.

The results emphasize the need for a dynamic, student-centered learning environment that encourages critical thinking, cooperation, and autonomous discovery. Active learning strategies like group discussions, peer-to-peer feedback, and problem-based Learning can help students take a more active role in their education, engage more deeply with course material, and develop essential skills like communication, problem-solving, and analytical thinking. Nurturing student curiosity and encouraging individual exploration can boost engagement, information retention, and critical skills. These instructional methods improve education and give students the skills they need for academic and professional success.

 Table 5. level of effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Multicultural Perspective

Indicator	Mean	SD	Interpretation
In learning Araling Panlipunan, my teacher:			
Facilitates discussions that explore the impact of cultural, ethnic, and linguistic	3.82	0.651	Highly Effective
diversity on social dynamics.			
Fosters an inclusive classroom environment that values and celebrates the rich	3.76	0.673	Highly Effective
cultural heritage of all students.			
Provides opportunities to engage with and learn from individuals and communities	3.71	0.602	Highly Effective
with diverse backgrounds and experiences.			
Incorporates diverse cultural perspectives and narratives to enrich our	3.50	0.700	Highly Effective
understanding of social issues.			
Encourages critical examination of biases, stereotypes, and power structures that	3.48	0.801	Highly Effective
perpetuate social inequities.			
Overall	3.65	0.463	Highly Effective
Scale Range Indicator Descri	iption		

Scale	Range	Indicator	Description
5	4.20-5.00	Very Highly Effective	Observed 9-10 times out of ten situations
4	3.40-4.19	Highly Effective	Observed 7-8 times out of ten situations
3	2.60-3.39	Moderately Effective	Observed 5-6 times out of ten situations
2	1.80-2.59	Less Effective	Observed 3-4 times out of ten situations
1	1.00-1.79	Not Effective	Observed 0-2 times out of ten

Table 5 shows that Araling Panlipunan teachers' multicultural perspective teaching tactics were Highly Effective, with a mean of 3.65 and a standard deviation of 0.463. This implies that bringing a multicultural perspective into social science courses can improve education. This implies that educators may help children grasp complicated social issues, develop empathy and respect for diverse cultures, and learn vital skills for a globalized world. These tactics are highly beneficial, highlighting the value of giving students the opportunity to connect with other opinions, work on real-world social issues, and examine social science concepts through a multicultural lens.

Facilitating debates on how cultural, ethnic, and linguistic variety affects social dynamics had the highest mean rating of 3.82 and a standard deviation of 0.651 in the table. This suggests that this method can help students grasp how cultural, ethnic, and linguistic differences affect social dynamics. This allows children to develop empathy, respect for diversity, and intercultural communication skills, which are vital in a globalized world. This teaching method also allows students to critically analyze complex societal issues through many perspectives, enhancing their comprehension.

The lowest-rated indicator was fostering critical evaluation of prejudices, preconceptions, and power structures perpetuating social inequalities, with a mean of 3.48 and a standard deviation of 0.801. The teaching tactics struggled to explicitly address these challenges in the classroom. However, this conclusion is significant because critical analysis of biases, preconceptions, and power structures empowers students to recognize and confront societal inequalities. Educators may assist students in grasping complicated social processes and promote empathy, social consciousness, and the ability to alter their communities.

Other indicators include creating an inclusive classroom that values and celebrates all students' rich cultural heritage, with a mean of 3.76 and a standard deviation of 0.673, providing opportunities to engage with and learn from diverse individuals and communities,



with a mean of 3.71 and a standard deviation of 0.602, and incorporating diverse cultural perspectives and narratives to enrich social studies. These methods help kids appreciate cultural diversity, build empathy and respect, and learn intercultural communication. This allows instructors to establish a friendly and inclusive learning environment that respects and engages students from diverse backgrounds.

Ober et al. (2023) found that multicultural perspectives in social science curricula improve students' understanding of complex social issues, promote intercultural competence, and increase empathy and respect for diverse cultural traditions. This means that exposing kids to other cultural traditions and views can improve their knowledge of complicated social issues, foster intercultural competence, and increase empathy and respect for diverse cultural traditions. Such educational tactics can help students engage more deeply with course content, develop crucial skills for navigating a globalized society, and gain a more profound knowledge of social dynamics.

This also supports Voigt et al. (2021) 's findings that engaging students with diverse individuals and communities can help them better understand social dynamics, power structures, and marginalized groups. This suggests that experiential Learning can help students appreciate other perspectives, build empathy and understanding, and learn how to navigate complicated social challenges. This allows students to experience the lives of those affected by inequitable power structures, improving their understanding of social dynamics. This can help pupils develop critical thinking skills and become active social change agents.

This supports Ellikkal and Rajamohan (2024), who found that an inclusive learning environment that embraces all students' cultural backgrounds improves engagement, belonging, and academic performance. This method can boost student participation, belonging, and academic success. It suggests that it can make kids feel valued, respected, and empowered to learn, which can boost motivation, course comprehension, and intercultural skills.

Finally, Loyens et al. (2023) show that including multiple cultural viewpoints and narratives in social science training improves students' knowledge of complex social issues and critical thinking. This means that providing a variety of cultural ideas and experiences lived in the curriculum helps students understand the subject more deeply. Students can also develop critical thinking skills by examining social processes from many perspectives and challenging ingrained prejudices or beliefs.

The results show that multicultural teaching practices were Highly Effective. This shows that instructors' attempts to create an inclusive classroom, engage with diverse people and groups, and incorporate diverse cultural viewpoints were valued. This suggests that such teaching methods can improve students' knowledge of complicated social issues, foster intercultural competency, and foster empathy and respect for cultural variety. By celebrating all students' rich heritage and exposing them to a variety of cultural narratives and experiences, educators can help students understand social dynamics, power structures, and marginalized groups' lived experiences. This can improve students' critical thinking and help them become active social change agents.

Indicator	Mean	SD	Interpretation
In learning Araling Panlipunan, my teacher:			
Provides timely and constructive feedback that helps me identify areas for growth	3.95	0.622	Highly Effective
and guides me in continually improving my understanding and performance.			
Designs learning experiences that challenge me to think critically and apply social	3.86	0.586	Highly Effective
science concepts to real-world situations.			
Creates a supportive and inclusive classroom environment that values my	3.69	0.722	Highly Effective
contributions and promotes my confidence in expressing my ideas.			
Actively engages me in discussions and activities that foster my interest and	3.58	0.707	Highly Effective
investment in the subject matter.			
Encourages me to take an active role in my own learning by providing	3.49	0.852	Highly Effective
opportunities for self-directed exploration and inquiry.			
Overall	3.71	0.468	Highly Effective
Scale Range Indicator Desc	ription		
5 4.20-5.00 Very Highly Effective Observed 9-10 time	es out of ten situa	tions	
4 3.40-4.19 Highly Effective Observed 7-8 time	s out of ten situat	tions	

 Table 6. level of effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Student Engagement

Table 6 demonstrates that Araling Panlipunan instructors' student engagement tactics were Highly Effective with a mean of 3.71 and a standard deviation of 0.468. These tactics improved student engagement by increasing participation, motivation, and active Learning. These methods created a more engaging and inclusive classroom, which can improve student learning, belonging, critical thinking, and intercultural abilities.

Moderately Effective

Less Effective

Not Effective

Observed 5-6 times out of ten situations

Observed 3-4 times out of ten situations

Observed 0-2 times out of ten

2.60-3.39 1.80-2.59

1.00-1.79

3 2

With a mean of 3.95 and a standard deviation of 0.622, timely and constructive feedback that helps students identify development areas and supports continuing improvement in comprehension and performance was the highest-rated indicator. This shows that feedback is essential for student engagement and Learning. This allows students to see their strengths and weaknesses and actively improve their performance and subject knowledge. This strategy empowers students to be more active and self-directed in Learning, improving outcomes and skill development.



The lowest-rated criteria was encouraging students to take an active role in their Learning by enabling self-directed exploration and inquiry, with a mean of 3.49 and a standard deviation of 0.852. More student autonomy and independent exploration may improve engagement and Learning. This allows instructors to promote ownership, intrinsic motivation, critical thinking, and problem-solving. To improve these teaching methods, consider self-directed learning strategies.

Other indicators include designing learning experiences that challenge students to think critically and apply social science concepts to real-world situations with a mean of 3.86 and a standard deviation of 0.586, creating a supportive and inclusive classroom environment that values student contributions and promotes confidence in expressing ideas at 3.69 and 0.722, and actively engaging students in discussions and activities that foster This means that students were challenged to think carefully about complicated social issues, apply their knowledge to real situations, feel valued and empowered to share their opinions, and actively participate in debates and activities. These outcomes can improve topic comprehension, critical thinking, and social skills.

Yan (2021) discovered that include multiple cultural viewpoints and narratives in social science training can have considerable effects. Students can better understand complicated societal challenges by adding diverse cultural perspectives and living experiences to the curriculum. This technique helps students develop critical thinking skills by examining social dynamics from many perspectives and challenging prejudices and assumptions. This multicultural Perspective can improve pupils' topic knowledge and analytical skills.

Eden et al. (2024) also found that multicultural teaching practices had major ramifications. By creating an inclusive classroom, engaging with diverse people and communities, and incorporating diverse cultural perspectives, educators can help students understand complex social issues, promote intercultural competence, and develop empathy and respect for cultural diversity. This method can help students understand the topic and build critical thinking skills, allowing them to analyze social dynamics from many perspectives and challenge biases.

This also supports Setyawati et al. (2022), who found that instructional styles boosted student participation, motivation, and Active Learning. This suggests that these methods created a more engaging and inclusive classroom, which can improve student learning, belonging, critical thinking, and intercultural abilities. These findings suggest that such teaching practices can empower students, enhance their understanding of complicated topics, and give them the skills to become more active and successful social change agents.

Putwain et al. (2020) found that timely and constructive feedback that helps students identify growth areas and improve understanding and performance is crucial to student engagement and Learning progress. This strategy empowers students to be more active and selfdirected in their Learning, improving outcomes and skill development. Such comments help students identify their strengths and weaknesses and actively improve their performance and topic knowledge. This can encourage students to take a more active and selfdirected role in Learning, developing ownership, intrinsic drive, and critical thinking and problem-solving skills.

These findings indicate that instructional styles boosted student participation, motivation, and Active Learning. This suggests that these methods created a more engaging and inclusive classroom, which can improve student learning, belonging, critical thinking, and intercultural abilities. These findings suggest that such teaching practices can empower students, enhance their understanding of complicated topics, and give them the skills to become more active and successful social change agents.

rable 7. level of effectiveness of ieu	chers icu	iening strategies i	in 11 anns 1 an	upunan u		eennology integration
Iı	ıdicator			Mean	SD	Interpretation
In learning Araling	g Panlipuna	n, my teacher:				
Incorporates digital resources, such as	education	al videos, interactiv	ve simulations,	4.10	0.741	Highly Effective
and online databases, to enhance my	understandi	ing of social science	e concepts.			
Integrates technology-based assessme	ents, such a	s online quizzes, vi	rtual role-play	3.93	0.733	Highly Effective
scenarios, and digital portfolios, to ev	aluate my p	progress and provid	e personalized			
feedback		0	•			
Provides opportunities for me to engage	ge in virtua	l fieldtrips, online i	nterviews, and	3.88	0.804	Highly Effective
other technology-enabled learning ex	other technology-enabled learning experiences to broaden my perspectives.					2.
Utilizes educational technology tool	s. like pre	sentation software.	digital mind	3.56	0.619	Highly Effective
maps, and collaborative online pla	atforms to	facilitate active	learning and			87
knowledge sharing			ieuning une			
Encourages me to use technology to	conduct re	search analyze dat	a and present	3 / 5	0.685	Highly Effective
Encourages inc to use teenhology to		scarch, anaryze dat	a, and present	5.45	0.005	Highly Effective
my findings on social issues and com	munity pro	blems.				
	Overall			3.78	0.447	Highly Effective
Scale	Range	Indicator	Descri	iption		
5	4.20-5.00	Very Highly Effective	Observed 9-10 times	out of ten situa	tions	
4	3.40-4.19	Highly Effective	Observed 7-8 times	out of ten situat	tions	
3	2.60-3.39	Moderately Effective	Observed 5-6 times	out of ten situat	tions	
2	1.80-2.59	Less Effective	Observed 3-4 times	out of ten situat	tions	
1	1.00-1.79	Not Effective	Observed 0-2 ti	mes out of ten		

Table 7, level of effectiveness of teachers' teaching strategies in Araling Panlinunan in terms of Technology Integration

Table 7 shows Araling Panlipunan teachers' effectiveness in terms of Technology Integration was Highly Effective with a mean of 3.78 and an SD of 0.447. This suggests that technology in instruction improves student learning. Technology can make learning more engaging and interactive, expand resources and knowledge, and help students achieve digital literacy. Technology can also promote collaboration, active involvement, and differentiated education for varied learners.

The highest-rated indicator was using digital resources including educational films, interactive simulations, and online databases to help students comprehend social science subjects, with a mean of 4.20 and a standard deviation of 0.741. This method may make learning more engaging and interactive, expand resources and knowledge, and help students learn digital literacy. Technology integration can promote collaboration, active involvement, and differentiated education for various learners.

Encouraging students to use technology to study, evaluate, and present social and community concerns results was the lowest-rated indicator, with a mean of 3.45 and a standard deviation of 0.685. This is an important chance to improve pupils' digital literacy and critical thinking. This implies that by actively engaging students in technology-based research, analysis, and presentation, educators can empower them to take a more active role in their Learning, deepen course engagement, and develop skills for investigating and addressing complex social issues. Strengthening this area could improve teaching practices and better educate students to be involved and successful social change agents.

Other indicators include integrating technology-based assessments like online quizzes, virtual role-play scenarios, and digital portfolios to evaluate progress and provide personalized feedback with a mean of 3.93 and a standard deviation of 0.733, offering virtual field trips, online interviews, and other technology-enabled learning experiences to broaden perspectives with a mean of 3.88 and a standard deviation of 0.804, and This suggests that using educational technology like presentation software, digital mind maps, and collaborative online platforms to promote active Learning and knowledge sharing can increase student engagement, peer-to-peer collaboration, and empowerment.

The findings corroborate Eden et al. (2024) claim that technology in social science training can have significant effects. Technology makes learning more interactive and engaging, which helps boost student engagement. It can also help pupils understand complex subjects by providing more resources and information. Digital literacy skills, which are increasingly critical in the modern world, help pupils navigate and use technology. These findings suggest that using technology in social science training can improve student learning and equip students to be engaged and informed citizens.

This also confirms Taha & Abdulrahman's (2023) results that interactive simulations, virtual field trips, and online collaborative tools in social science training can have significant effects. These tech-enabled learning experiences can help students analyze data, explore multiple perspectives, and discuss societal concerns. This suggests that such instructional methods can encourage students to participate more in their Learning, interact more with course content, and develop critical thinking and problem-solving skills. Developing digital literacy abilities through these devices helps pupils navigate and use technology, which is increasingly critical in the modern world.

The results also supported Ellikkal and Rajamohan (2024), who found that technology-enabled assessments like digital portfolios and online quizzes gave students more personalized feedback and helped them improve, encouraging self-directed Learning. This shows that such assessment systems empower students to take a more active part in their Learning and growth. Receiving tailored feedback and insights into their strengths and shortcomings helps students track their progress, fill knowledge gaps, and take ownership of their learning experience. Autonomous and self-directed Learning is essential for kids to become involved and successful citizens.

This also supports Habib et al. (2020), who found that educational technology tools like presentation software and digital mind maps promote active Learning, knowledge sharing, and student empowerment. Such tools can increase student engagement, peer-to-peer cooperation, and learner ownership. This implies that technology-enabled solutions can increase student learning and create active and informed citizenship abilities.

In Araling Panlipunan (social science) instruction, technology-integrated teaching strategies like presentation software, digital mind maps, and collaborative online platforms can promote active Learning and knowledge sharing. This suggests that technology-enabled methods can increase student engagement, peer-to-peer cooperation, and Active Learning. Technology integration in social science classroom can improve learning outcomes and develop critical thinking and digital literacy skills needed for active and informed citizenry.

in Araling Panlipunan.			
Teaching Strategies	Mean	SD	Interpretation
Active Learning Techniques	3.92	0.434	Highly Effective
Collaborative Teaching Practices	3.91	0.438	Highly Effective
Inquiry-based Learning	3.91	0.442	Highly Effective
Multicultural Perspective	3.65	0.463	Highly Effective
Student Engagement	3.71	0.468	Highly Effective
Technology Integration	3.78	0.447	Highly Effective
Overall	3.81	0.449	Highly Effective

Table 8. Summary of the level of effectiveness of teachers' teaching strategies in Araling Panlipunan.

Table 8 summarizes Araling Panlipunan instructors' instructional tactics, which were evaluated Highly Effective overall (Mean = 3.81, SD = 0.449). The highly effective rating suggests that educational technology tools and collaborative online platforms can increase student engagement, peer-to-peer collaboration, and student participation in Learning. This suggests that using technology in social



science training can improve learning outcomes and develop critical thinking and digital literacy skills needed for active and informed citizenry.

ble 9. Learning Oi	utcomes of	the Learners	s in Araling Panlipunan.
Range	f	%	Adjectival Rating
90 - 100	57	47.9	Outstanding
85 - 89	51	42.9	Very Satisfactory
80 - 84	11	9.2	Satisfactory
75 - 79	0	0	Fairly Satisfactory
74 and below	0	0	Did not meet expectations
Total	119	100.0	

Table 9 shows that Araling Panlipunan learners' learning results differed by proficiency. The majority of learners (7 or 47.9%) scored 90–100, which is excellent. This implies that technology-enabled teaching practices in Araling Panlipunan instruction have improved student learning, with a large number of students displaying excellent performance. Technology-infused pedagogy can boost academic performance and skill development, better equipping students for active and informed citizenship.

At least 51 or 42.9% of students in the 85–89 range were delighted, indicating that technology-enabled teaching strategies in Araling Panlipunan instruction have improved student learning across proficiency levels. This implies that technology-infused instructional techniques benefit high-achieving students and a large percentage of pupils function well. The use of technology in Araling Panlipunan instruction can increase academic performance and skill development, better equipping a diverse student body for engaged and informed citizenship.

A lower percentage of students, 11 or 9.2%, were in the 80–84 range, indicating that while most students performed well, some might improve. Technology-enabled teaching practices in Araling must be effectively integrated. Panlipunan instruction is good, but it may need to be refined or targeted to ensure all children get the skills and knowledge needed for active and informed citizenship. No students were satisfactory or did not meet expectations.

Outcomes of the learners.			
Variable	r	p-value	Interpretation
Active Learning Techniques	.122	.187	Not Significant
Collaborative Teaching Practices	013	.892	Not Significant
Inquiry-Based Learning	.119	.198	Not Significant
Multicultural Perspective	.281	.002	Significant
Student Engagement	.095	.304	Not Significant
Technology Integration	.131	.157	Not Significant
Overall	.233	.011	Significant

 Table 10. Test of significant relationship between the level of effectiveness of teachers' teaching strategies in Araling Panlipunan and the Learning

Table 10 shows the association between Araling Panlipunan teachers' teaching strategies and student learning outcomes. The overall correlation between teaching strategy efficacy and student learning outcomes is 233 and p-value.011, showing a significant link. Therefore, the null hypothesis is rejected. This shows that technology-enabled teaching can increase academic achievement and skill development, better preparing students for active and informed citizenship. The conclusion is that investing in and refining technology-infused pedagogical strategies in Araling Panlipunan instruction can improve student learning and prepare them for active and engaged citizenship.

The Multicultural Perspective approach has a significant association with r of.281 and p-value of.002, demonstrating that varied cultural viewpoints improve students' comprehension and academic achievement. This suggests that inclusive and culturally sensitive teaching strategies boost Learning. Thus, the null hypothesis is rejected because Araling Panlipunan teachers' teaching effectiveness affects students' learning outcomes.

However, Active Learning Techniques (r = .122 and p-value =.187), Collaborative Teaching Practices (r = .013 and p-value =.892), Inquiry-Based Learning (r = .119 and p-value =.198), Student Engagement (r = .095 and p-value =.304), and Technology Integration (r = .131 and p-value =.157) did not significantly affect learning outcomes. The null hypothesis is accepted. This suggests that certain instructional methods may affect student learning differently depending on context. More research and improvement may be needed to understand how these methods can improve Araling Panlipunan instruction. However, the findings emphasize the need to continue exploring and implementing technology-infused instructional practices to help students reach their full potential and become active and educated citizens.

This supports Taha and Abdulrahman (2023), who found that technology-enabled teaching strategies like collaborative online platforms and digital learning resources improved social science student performance and engagement. This shows that technology integration in education is essential to a dynamic and successful learning environment. A high-quality education requires ways that impart knowledge and stimulate higher-level thinking.

This also supports Jegstad (2023), who found that student-centered approaches like inquiry-based Learning and active Learning improved social science students' learning outcomes and critical thinking skills. These teaching methods help improve students' understanding, problem-solving, and social science citizenship skills.

This also supports Eden et al. (2024), who found that incorporating a multicultural perspective in teaching methods improved students' comprehension and academic performance, emphasizing the importance of inclusivity and cultural awareness in instruction. This suggests that multicultural approaches in Araling Panlipunan instruction can improve learning outcomes and better prepare students for active and informed citizenship by fostering a deeper awareness and appreciation of diverse cultural views.

This supports Chen et al. (2021) 's results on the benefits of prolonged technology integration and technology-infused pedagogy. These activities improved student learning and citizenship skills, according to their findings. This emphasizes the need to explore and use technology-enabled teaching methods to help students reach their maximum potential and become involved citizens.

Finally, this supports Bond et al. (2020) findings that teaching strategies improve learning outcomes, emphasizing the need to explore and implement technology-enabled approaches in social science education. This emphasizes the need to invest in and improve technology-infused instructional practices to help students reach their full potential and become active and educated citizens. Technology-enabled teaching methods can improve student learning and help them develop skills for civic engagement.

The results show that pupils learn better when teachers employ effective methods. To maximize student potential and prepare them for active and engaged citizenship, technology-infused, student-centered instructional practices must be explored and implemented. The conclusion is that investing in and improving these teaching strategies can improve student learning and create informed citizenship skills.

Conclusions

This study determined the level of effectiveness of teachers' teaching strategies in Araling Panlipunan and learners' outcomes in District II, Malaybalay City Division SY 2024-2025. Specifically, it determined the level of effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Active Learning Techniques, Collaborative Teaching Practices, Inquiry-Based Learning, Multicultural Perspective, Student Engagement, Technology Integration, including the learning outcomes of the learners or the average grade of the learners in Araling Panlipunan under the Matatag Curriculum. The researcher utilized an adapted survey questionnaire from Chanchumni and Mangkhang (2021) to gather the data needed to answer the questions in this study. The respondents of this study were the Grade VII learners in District II, Malaybalay City Division. The data was interpreted using statistical tools such as mean, standard deviation, frequency count, percentage, and Pearson r Product Moment Correlation Coefficient.

Based from the data gathered and interpreted, the following are the findings determined that the effectiveness of teachers' teaching strategies in Araling Panlipunan in terms of Active Learning Techniques was generally rated as Highly Effective; Collaborative Teaching Practices was generally rated as Highly Effective; Inquiry-Based Learning was generally rated as Highly Effective; Multicultural Perspective was rated as Highly Effective; Student Engagement was rated as Highly Effective; and, Technology Integration was rated as Highly Effective. Moreover, the majority of the learners fell within the 90–100 range (f = 57, 47.9%), which corresponds to an outstanding level. A significant portion of learners was in the 85–89 range (f = 51, 42.9%), categorized as very satisfactory. A smaller percentage of students belonged to the 80–84 range (f = 11, 9.2%), classified under satisfactory. No learners were classified as fairly satisfactory and did not meet expectations.

Lastly, the overall correlation between teachers' strategies and students' learning outcome was found to be significant, indicating a meaningful relationship between the general effectiveness of teaching strategies and student learning outcomes. Multicultural Perspective approach exhibited a significant relationship, suggesting that incorporating diverse cultural perspectives positively impacts learners' comprehension and academic performance.

Active Learning, Collaborative Teaching, Inquiry-Based Learning, Multicultural Perspective, Student Engagement, and Technology Integration all received high effectiveness ratings, indicating that teachers value and value them. This implies that educators recognise the transformative potential of these instructional approaches to improve learning outcomes and teach students vital skills. The widespread positive perception of these tactics highlights their ability to effectively engage learners and improve understanding, critical thinking, and problem-solving.

The high number of high achievers (90-100) reflects a good learning environment. The fact that no pupils performed below average supports this positive attitude, indicating a learning environment that supports and challenges all students to fulfill their academic potential. This variety of student accomplishment levels is a testimonial to instructors' skillful execution of teaching methodologies, which have fostered deep learning and the development of essential knowledge and skills.

Statistics support the favorable effects of techniques since they correlate significantly with learning outcomes. The Multicultural Perspective's important association shows how varied cultural ideas improve comprehension and academic performance. This emphasizes the necessity of inclusive, culturally responsive training that promotes diversity knowledge and appreciation. Multiculturalism in the classroom empowers students, challenges biases, and equips them with the knowledge, skills, and mindsets needed for active and engaged citizenship in an increasingly linked world.

Based on the findings and conclusions of the study, several recommendations are proposed to enhance teaching practices and student outcomes. While technology integration is already rated as highly effective, teachers are encouraged to explore more advanced applications. Moving beyond basic presentations and digital resources, they can leverage collaborative platforms, simulations, and virtual reality experiences to increase student engagement and deepen conceptual understanding.

To support students in developing strong research and critical thinking skills, teachers should structure inquiry projects with sufficient scaffolding and guidance. This involves providing explicit instruction and opportunities for practice, with a particular emphasis on concept attainment, which aligns effectively with the principles of inquiry-based learning.

Building on the success of incorporating multicultural perspectives, teachers should continue to infuse diverse viewpoints across all areas of the curriculum. This can be achieved by offering multiple historical narratives, exploring contemporary issues through different cultural lenses, and inviting guest speakers from various backgrounds to provide students with enriched learning experiences.

In terms of collaboration, teachers are advised to establish clear guidelines and expectations for group activities. Structured techniques such as think-pair-share, jigsaw learning, and peer review can be implemented to promote meaningful student interaction and ensure that all participants benefit from collaborative efforts.

Despite excellent student outcomes, differentiation remains crucial to maintaining high levels of engagement and challenge. Teachers should provide a variety of learning activities, tiered assignments, and individualized support to accommodate the diverse learning needs of their students.

Finally, school administrators are encouraged to invest in ongoing professional development for teachers. This training should focus on effective technology integration, inquiry-based instruction, collaborative teaching methods, and culturally responsive pedagogy. Additionally, mentorship programs pairing experienced teachers with newer colleagues can foster a culture of continuous improvement and ensure the consistent implementation of best practices in the classroom.

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