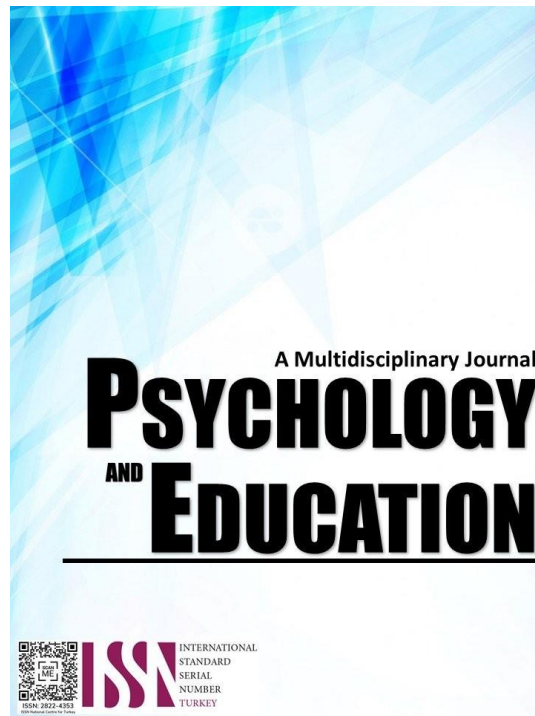


**EFFECTS OF SELECTED TEACHING STRATEGIES IN TEACHING
ARALING PANLIPUNAN IN DEVELOPING THE MOST ESSENTIAL
LEARNING COMPETENCIES OF SELECTED JUNIOR
HIGH SCHOOL STUDENTS IN A PRIVATE
SCHOOL IN GUMACA, QUEZON**



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Effects of Selected Teaching Strategies in Teaching Araling Panlipunan in Developing the Most Essential Learning Competencies of Selected Junior High School Students in a Private School in Gumaca, Quezon

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Abstract

This study aimed to determine the effects of selected teaching strategies in teaching araling panlipunan in developing the most essential learning competencies of selected in junior high school students in a private school. It determined the profile of the respondents in terms of age, sex, grade level and social media used in studying past and current events. It also revealed the effects of selected teaching strategies in teaching araling panlipunan in terms of using film and photographs, journal writing, use of chart, organizers and maps, role playing, and perspective thinking. The researcher used descriptive method of research. This study employed quota sampling technique. Under this procedure, the researcher considered using one hundred (100) respondents from the selected Junior High School students in a Private School in Gumaca, Quezon to get the 100% of the respondents. The findings revealed that most of the respondents are 16 years old above. The female respondents outnumbered the male population. Respondents were Grade 7, Grade 8, Grade 9 and Grade 10. This study found out that most of the respondents are agreed on the effects of teaching strategies in Araling Panlipunan in terms of using videos and photographs. Likewise, the average mean of 4 interpreted as Agree, indicated that most of respondents agreed on the effects of teaching strategies in Araling Panlipunan in terms of Using Charts, Maps and Graphic Organizer. The average mean of 4.12 interpreted as Agree, indicated that most of respondents agreed on the effects of teaching strategies in Araling Panlipunan in terms of Role Playing. It found out that the average mean of 4.06 interpreted as Agree, indicated that most of respondents agreed on the effects of teaching strategies in Araling Panlipunan in terms of perspective thinking. Based from the results of the Kruskal Wallis H-Test, the null hypothesis of age and grade level are accepted which means that there is no significant difference on the perceived effects of teaching strategies in Araling Panlipunan when respondents are group according to age and grade level. However, the null hypothesis of sex is rejected which means that there is a significant difference on the perceived effects of teaching strategies in Araling Panlipunan when respondents are grouped according to grade level, from the result of this study, the following were recommend school administrator may ensure there are enough materials and time allocated in curriculum for journal writing activities, parents may create a supportive environment for writing by providing journals and a quiet space for students to write, teachers may dedicate a few minutes each day to journal writing, making it a consistent part of the classroom routine, students may write regularly, even if it's just a few sentences each day, to build the habit of writing, and future researchers, may design and test interventions aimed at improving journal writing skills and engagement.

Keywords: *essential question, journal writing, perspective thinking, role playing, teaching strategies, using charts, maps and organizers, using videos and photographs*

Introduction

The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner (Kunter et al., 2013). Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Every day we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests.

Effective classroom instruction depends on the teacher's capacity to uphold the students' motivation for enrolling in the course was initially (Skinner, 2016). Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Every day we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. The instructor must, above all, being in possession of sufficient understanding of the

goals and standards of the curriculum, teaching abilities, students' interests, attitudes, and values.

It has been announced by the Department of Education (DepEd) that the Most Essential Learning Competencies (MELCS) would remain applicable for the 2022–2023 school year. Nonetheless, DepEd Order No. 8, s., will be followed for classroom assessments. 2015, or the K–12 Basic Education Program Policy Guidelines on Classroom Assessment. MELCs were developed in response to the changing educational landscape brought on by the COVID-19 pandemic. The majority of Essential Learning Competencies are the abilities, attitudes, knowledge, and comprehension that students must exhibit in each lesson and/or learning activity. A learner needs competencies to build their lifelong and practical abilities for learning in times of crisis and, ultimately, to lead a successful life. The competencies a learner needs to go on to higher grades and eventually lead a successful life are known as the MELCs. Ensuring that students gain the abilities and skills required for their future success is the aim of MELCs. Most Essential Learning Competencies support teachers in creating and implementing successful learning experiences that complement curricular requirements and objectives.

Similarly, with the above-mentioned studies on the importance of developing effective teaching strategy, the researcher came up with the study on Effects of Teachers Teaching Styles to the Students Motivation in Learning Social Studies a private school in Gumaca, Quezon. Hence, as prospective teacher in Araling Panlipunan, the researcher would like to determine Effects of Teachers Teaching Styles to the Students Motivation in Learning Social Studies a private school in Gumaca, which will yield desirable outcome towards the achievement of learning goals and pedagogical endeavor.

Research Questions

This study aims to determine the effects of selected teaching strategies in Teaching Araling Panlipunan in Developing the Most Essential Learning Competencies of Learners in a private school in Gumaca, Quezon. Specifically, this study will seek to answer the following:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex; and
 - 1.3. grade level?
2. What are the effects of selected teaching strategies in Teaching Araling Panlipunan in Developing the Most Essential Learning Competencies of Learners?
 - 2.1. using film and photographs;
 - 2.2. journal writing;
 - 2.3. use of chart, organizers and maps;
 - 2.4. role playing; and
 - 2.5. perspective thinking?
3. Is there any significant difference on the perceived effects of teaching strategies in Araling Panlipunan on students Most Essential Learning Competencies when respondent is grouped according to profile?

Methodology

Research Design

The researcher used quantitative approach of research under the descriptive method of research. It is a type of research that is used to describe the characteristics of a population to collect data factual evidence and information from the respondents. This research study used questionnaires to get the data for analysis and interpretation. According to Creswell (1994), the descriptive method of research is to gather information about the present existing condition.

Respondents

The researcher selected 100 Junior high school learners through proportionate random sampling in Eastern Quezon College from grade 7 to Grade 10 Effects of Selected Teaching Strategies in Teaching Araling Panlipunan in Developing the Most Essential Learning Competencies of Learners in a private school in Gumaca, Quezon was the focus of the research study. Quota sampling is a technique in which the total population is divided into homogenous groups to complete the sampling process. (Hayes 2023).

Instrument

The researcher used questionnaire. This questionnaire is a Likert scale of; 5 –Strongly Agree (SA), 4 – Agree (A), 3 – Moderately Agree (Moderately A), 2 – Least Agree (LA) and 1- Not Agree (NA). The researcher prepared questionnaire to the respondents. It is composed of the profile of the respondents in terms of age, sex, grade level and second part Effects of Selected Teaching Strategies in Teaching Araling Panlipunan in Developing the MELCS of Learners in terms of using videos and photographs, journal writing, using chart, map and organizers, role playing and perspective thinking. The researcher prepared questionnaire to the respondents. It is composed of demographic profile of the respondents, related literature and studies, letter to the Respondent, validated by two experts and distribution Questionnaire. The researcher-made questionnaire will be validated by two experts. A pilot testing will be conducted to twelve (12) respondents which is not a target of the study using Cronbach's Alpha. Cronbach's Alpha is a measure of internal

consistency of the research instrument. The result is 0.70 and above there is an internal consistency of the instrument and it is acceptable.

Procedure

The descriptive research method using Likert scale was used in order to determine the Effects of Selected Teaching Strategies in Teaching Araling Panlipunan in Developing Most Essential Learning Competencies of Learners. Data were gathered through “quota sampling” both male and female Junior High School Students of Eastern Quezon College Inc. will be selected to fill the questionnaire.

Prior to the conduct of the study, the researcher sent a letter to the principal of the Junior High School Department in Eastern Quezon College Inc. in Gumaca Quezon. Upon approval, the researcher administered administer the instrument to the target respondents.

In administering the questionnaire, the researcher used the time allotted for vacant time to avoid distraction of class discussion. The student response was conducted them enough time to answer the questions. After data gathering, the researcher will collect it for tallying the scores and applied the statistical treatment to be used in the study.

Data Analysis

In this study, the researcher used statistical measure to treat the collected data. All the data will be carefully read and examined for analysis. The data were gathered through the questionnaires which were organized and interpreted through the use of percentage, mean and verbal interpretation. The responses were tabulated and interpreted according to the size of percentage distribution. To test the significant difference of three or more means, the researcher used the Kruskal-Wallis for non-parametric test.

Results and Discussion

This section deals with the analysis and interpretation of the data. All the data gathered were presented here in tabled form with corresponding interpretation. The first part described the profile of the respondents in terms of sex, age, organization and barangay. The second part is effects of selected teaching strategies in Araling Panlipunan in developing Most Essential Learning Competencies of junior Highschool learners in a private school in Gumaca, Quezon in terms of written evaluation on the selected teaching strategies.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age.*

Age	Frequency	Percentage (%)	Rank
13 ye1ars old below	23	23	3
14 years old	22	22	4
15 years old	25	25	2
16 years old and above	30	30	1
Total	100	100	

Table 1 presents the distribution of the age of the respondents which illustrates that the ages 16 years old and above has the highest ranking with 30 % while age 14 years old has the lowest percentage of 22%. Therefore, it implies that most of the respondents who participated in this study are from 16 years of age and above.

Older students showed a stronger preference for video lectures, while younger students favored more interactive strategies. It is often associated with changes in cognitive abilities, which can affect the ability to learn new skills. (F. Ahmadi, 2021)

Implication

As a pre-service teacher, this suggests that most of the learners are in the upper age range of the cohort, which may have implications for lesson planning and classroom strategies. Older students may exhibit greater cognitive maturity and independence in learning, allowing for the integration of more complex tasks and critical thinking activities. Understanding the age distribution enables the pre-service teacher to tailor instruction to the developmental needs and learning preferences of the majority, ensuring age-appropriate engagement and participation.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage (%)	Rank
Male	42	42	2
Female	58	58	1
Total	100	100	

Table 2 shows that female has the highest frequency or rank 1 with a 58 of the total respondents while male has the frequency of 42% and rank 2 of the total number of respondents. The results revealed that most of the respondents are female.

According to UNESCO (2023) wrote that increasing the diversity of the teaching workforce is a key to eradicating gender stereotypes in education and promoting more equal pathways for all learners. Efforts are also needed to ensure suitable housing, safe and sanitary working conditions, and discrimination due to views on women’s role in the workforce – which are common reasons for women to leave the teaching profession.

Implication

As a pre-service teacher, this suggests that the learning environment may be influenced by a predominantly female demographic. This awareness is important in understanding classroom dynamics, communication styles, and group interactions. It also emphasizes the need to create an inclusive learning atmosphere that values and supports the participation of all genders equally. Recognizing the gender composition of learners can guide the development of teaching strategies that are sensitive to diverse needs, encourage equitable engagement, and help challenge gender-based stereotypes in education.

Table 3. *Frequency and Percentage Distribution of the Respondents According to Grade Level*

Grade Level	Frequency	Percentage (%)	Rank
Grade 7	25	25	1
Grade 8	25	25	1
Grade 9	25	25	1
Grade 10	25	25	1
Total	100	100	

Table 3 shows frequency and percentage distribution of the respondents according to Grade level wherein there is an equal distribution of students-respondents from each level with 25 respondents each and comprising of 100 total respondents.

This result can be anchored to the statement written by Shared Teaching (2020) that says choosing a grade level to teach often depends on personal preference and strengths. If you enjoy working with young children, teaching at the primary might be suitable. Conversely, if you prefer intellectual challenges and more mature interactions, teaching middle school or high school might be more appropriate.

Implication

As a pre-service teacher, this balanced representation provides a well-rounded understanding of the learners across junior high school levels. This distribution allows for the development of teaching strategies that are responsive to the varying academic and developmental needs of students at different stages. It also emphasizes the importance of adaptability in instructional approaches, classroom management, and lesson design to effectively engage learners from early to upper secondary levels. With equal exposure to all grade levels, a pre-service teacher gains broader experience and insight into the progression of learning outcomes throughout junior high school.

Table 4. *Respondents Assessment on the Perceived Effects of Teaching Strategies in Araling Panlipunan in terms of Using Videos and Photographs*

Indicators	Mean	Verbal Interpretation	Rank
1. I can relate what I learn in class to real-life scenarios.	4.20	Agree	2
2. I can apply the knowledge and skills acquired in the classroom.	4.20	Agree	3
3. I can use the messages of the lesson in my daily life.	4.20	Strongly Agree	1
4. I can easily perform different activities in Araling Panlipunan using manipulative materials in the lesson.	4.20	Agree	4
5. I can create my ideas out of the concepts.	4.04	Agree	5
Grand Mean:	4.16	Agree	

Legend: "Strongly Disagree (1.0-1.80)", "Disagree (1.81-2.60)", "Fairly Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)".

Table 4 above presents the corresponding weighted mean and verbal interpretation of respondents' effects of teaching strategies in Araling Panlipunan in developing MELC by selected high school learners in terms of written evaluation using videos and photographs. As depicted from the table, the respondents strongly agree that showing images in motivation can help student use their imagination and understanding to interpret its meaning with a weighted mean of 4.26.

The respondents also agree that presentation task like visual and PowerPoint reporting with images can assess the oral and creative performance of the students with the lowest rank and mean of 4.02. It also revealed that the average mean of 4.11 which means interpreted as agree indicated that high school learners' respondents are agree of the effects of using images and videos as teaching strategies in developing most essential learning competency.

The results conform with the study of Hasper (2018) wherein images have the power to bring abstract concepts to life. Images can encourage students to participate more actively in the session and help them learn more. Learners find that pictures activate both sides of their brains, which helps them retain and retrieve the visual cues presented. While some students could struggle to understand words, they might retain images in their minds for a very long time. It can help to enhance students' vocabulary knowledge and learning efficiency and the teaching of lessons.

According to I. Kosterelioglu (2016) students often experience better understanding, retention, and recall of information presented in video format. This is because videos can simplify complex topics and make learning more accessible.

Implication

As a pre-service teacher, this highlights the value of integrating multimedia tools into classroom instruction to support the development of Most Essential Learning Competencies (MELCs). It suggests that learners are more likely to retain and apply knowledge when lessons are presented in visually stimulating and contextually relevant formats. Incorporating such strategies can also foster critical thinking, creativity, and active participation—essential skills in 21st-century education. This insight encourages future educators to embrace innovative and student-centered approaches in their teaching practices.

Table 5. Respondents Assessment on the Perceived Effects of Teaching Strategies in Araling Panlipunan in terms of Journal Writing

Indicators	Mean	Verbal Interpretation	Rank
1. Journal Writing help learners to have creativity in non-fiction works and develop writing skills	4.02	Agree	4
2. Journal helps me to reflect the lesson being taught	3.85	Agree	5
3. Writing down your thoughts and feelings in journal helps me to understand clearly and improve mental health.	4.05	Agree	1
4. Writing Essay can develop student higher order thinking skills and adapt in real life Situation.	4.04	Agree	2.5
5. Writing reflection helps with achieving goals, inspires creativity, boosts memory and enhances critical thinking skills.	4.04	Agree	2.5
Grand Mean:	4	Agree	

Legend: "Strongly Disagree (1.0-1.80)", "Disagree (1.81-2.60)", "Fairly Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)".

Table 5 above presents the corresponding weighted mean and verbal interpretation of respondents' effects of teaching strategies in Araling Panlipunan in developing MELC by selected high school learners in terms of written evaluation on journal writing.

As shown from the table, indicator 3, "Writing down your thoughts and feelings in journal helps me to understand clearly and improve mental health" has the highest ranking with a of 4.05 and a verbal interpretation of Agree. In terms of lowest rank, indicator 2 "Journal helps me to reflect the lesson being taught" has the mean of 3.85 with verbal interpretation of Agree. It also revealed that the average mean of 4 which interpreted as Agree indicated that high school learner respondents all agree of the effects of journal writing in developing most essential learning competency.

The results corroborate with the study of Burke (2018) which states that writing in a journal helps children to reflect more and take responsibility for both their learning and their emotions. Journals assist students in drawing connections between the curriculum, the outside world, and their own priorities. There are many advantages to journaling in the classroom for both instructors and students. Journaling also resulted in students sharing their opinions more openly with each other.

According to I. Guce (2018), journal writing positively influenced senior high school students' attitudes towards mathematics, particularly in terms of liking the subject and engaging in mathematical activities.

Implication

As a pre-service teacher, this finding emphasizes the importance of integrating reflective and expressive writing activities into the learning process. Journal writing not only enhances students' writing and critical thinking skills but also promotes self-awareness, emotional expression, and deeper understanding of the lessons. The highest-rated indicator highlights its role in improving mental clarity and well-being, which is especially relevant in fostering holistic student development. These insights encourage future educators to consider journal writing not just as an academic tool, but also as a means of personal growth and learner engagement in the classroom.

Table 6. Respondents Assessment on the Perceived Effects of Teaching Strategies in Araling Panlipunan in terms of Using Charts Maps and Graphic Organizer

Indicators	Mean	Verbal Interpretation	Rank
1. Using map can help student to know location of a place and different regions.	4.22	Strong Agree	
2. Graphic organizer summarize the cause and effects and solution to a problem.	4.08	Agree	
3. Chart help me to analyze data and information about a certain topic.	4.04	Agree	
4. Graphic organizer contain the key word and important details of the lesson being discussed.	4.01	Agree	
5. Organizers organize the main events, plot, characters, and other information from a story.	3.97	Agree	
Grand Mean:	4.06	Agree	

Legend: "Strongly Disagree (1.0-1.80)", "Disagree (1.81-2.60)", "Fairly Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)".

Table 6 above presents the corresponding weighted mean and verbal interpretation of respondents' effects of teaching strategies in Araling Panlipunan in developing Most Essential Learning Competencies by selected high school learners in terms of written evaluation

on using charts, maps and graphic organizers.

The table shows that the respondents strongly agree that using map can help student to know location of a place and different regions with a weighted mean of 4.22 while the lowest in ranking is the indicator 5 which states that organizers organize the main events, plot, characters, and other information from a story with a weighted mean of 3.97 with a verbal interpretation of Agree. As for the average weighted mean, results show that the student-respondents agree of the effects of using charts, maps and graphic organizers in developing most essential learning competency with a weighted mean of 4.06.

Nishadha (2023) stated that graphic organizers are suitable for students helps them organize complex information into concise visual maps. Graphic organizer has a great potential for fostering learning in a variety of different areas in education, particularly comprehension, reading, and vocabulary skills. Using graphic organizers can aid in idea construction and visualization, information organization and/or sequencing, writing planning, improving reading comprehension, brainstorming, problem-solving organization, idea comparison and contrast, cause and effect.

Yusif (2023) wrote that the use of visuals in the classroom is a great way to engage students and help them learn. Visuals can also be beneficial for teachers, making lessons easier to plan and helping to keep students interested.

Implication

As a pre-service teacher, this implies that incorporating visual tools into instruction can significantly enhance students' comprehension and retention of information. Charts and graphic organizers help learners analyze data, summarize key ideas, and visualize relationships such as cause and effect, which are essential skills in mastering content and developing higher-order thinking. These strategies also support differentiated instruction by catering to visual and analytical learners. Therefore, integrating charts, maps, and organizers into classroom activities can foster a more interactive, engaging, and effective learning experience in Araling Panlipunan.

Table 7. Respondents Assessment on the Perceived Effects of Teaching Strategies in Araling Panlipunan in terms of Role Playing

Indicators	Mean	Verbal Interpretation	Rank
1. Role playing can help student develop emotional and social aspect by expressing ideas and cooperating with other as a group	4.3	Strongly Agree	3
2. Role play encourage students to think more critically about complex topic to see situation in different perspective.	3.88	Agree	5
3. Assigning student equally and giving their proper role can make student more comfort able and develop group cooperation and teamwork.	4.05	Agree	4
4. Role play fosters affective traits enabling children to see things from another's view point and develop literacy skills.	4.23	Strongly Agree	1
5. It help me use emphasis with others, as taking on the role of a character which help them to learn and understand different perspective.	4.13	Agree	2
Grand Mean:	4.12	Agree	

Legend: "Strongly Disagree (1.0-1.80)", "Disagree (1.81-2.60)", "Fairly Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)".

Table 7 above presents the corresponding mean and verbal interpretation of respondents' effects of teaching strategies in Araling Panlipunan in developing most essential learning competencies by selected high school learners in terms of written evaluation on role playing.

As depicted from the table, the respondents strongly agree that role playing can help them develop emotional and social aspect by expressing ideas and cooperating with other as a group with a mean of 4.3. The lowest weighted mean is indicator 2, which states that the students agree that role play encouraged students to think more critically about complex topic to see situation in different perspective with a weighted mean of 3.88.

The results conform with the study of Lewis (2023) wherein in the classroom, role playing is a useful tool for engaging and motivating pupils. Enhance present teaching methods. Give students access to real-world settings to aid in their learning, teach them skills relevant to real-world circumstances, and Give people the chance to critically observe their peers.

With relation to the result, role-playing activities can help students develop skills used in real-world situations, such as negotiation, debate, teamwork, cooperation, and persuasion. it provides opportunities for critical observation and reflection, which are key components of the learning process (NIC, 2021)

Implication

As a pre-service teacher, this highlights the potential of role playing to create an interactive and collaborative classroom environment where learners actively participate and engage with the content. Additionally, the ability of role playing to foster empathy, perspective-taking, and teamwork is crucial in teaching historical and social issues, which are central themes in Araling Panlipunan.

Even the lowest-rated indicator (mean = 3.88) suggests that students still recognize role playing's ability to promote critical thinking. This implies that incorporating role playing into lessons can help bridge academic understanding with real-life application, making

Table 8. Respondents Assessment on the Perceived Effects of Teaching Strategies in Araling Panlipunan in terms of Perspective Thinking

Indicators	Mean	Verbal Interpretation	Rank
1. Perspective thinking is a vital skill in understanding others and building meaningful connections, enhance active listening, open-mindedness.	4.16	Agree	2
2. Perspective shapes my thoughts, emotions, actions and can greatly impact our overall wellbeing and recognize their biases.	4	Agree	3.5
3. It helps me to understand situations from other positions, to consider other beliefs, experiences and gives better understanding and greater empathy.	3.94	Agree	5
4. Demonstrate cultural differences induce different patterns of perspectives taking and focuses attention on the self.	4	Agree	3.5
5. Perspective-thinking enables you to expand your options in resolving conflicts and overcoming leadership challenges	4.19	Agree	1
Grand Mean:	4.06	Agree	Agree

Legend: "Strongly Disagree (1.0-1.80)", "Disagree (1.81-2.60)", "Fairly Agree (2.61-3.40)", "Agree (3.41-4.20)", "Strongly Agree (4.21-5.0)".

Table 8 above presents the corresponding weighted mean and verbal interpretation of respondents' effects of teaching strategies in Araling Panlipunan in developing Most Essential Learning Competencies by selected high school learners in terms of written evaluation on perspective thinking.

The table shows that respondents agree that perspective-thinking enables you to expand your options in resolving conflicts and overcoming leadership challenges with a mean of 4.19. Additionally, the students agree that it helps them to understand situations from other positions, to consider other beliefs, experiences and gives better understanding and greater empathy with a mean of 3.94. It also revealed that the average mean of 4.06 with verbal interpretation of Agree indicated that high school learner respondents are agree of the effects of role playing in developing most essential learning competency.

It supports the study of Rymanowicz (2016) in which taking a perspective is when a teacher shares their viewpoint with the class and encourages them to accept it as the only one that could be true. Students can enhance their abilities in self-management, self-awareness, interpersonal connections, and social awareness while laying the groundwork for becoming good citizens, workers, and students. To accomplish this, we must try to deduce what the other person must be feeling or thinking by applying our knowledge and comprehension of them. This calls for cognitive flexibility in order to assist us in shifting our attention from ourselves to another person.

Teaching perspective thinking in high school is considered highly effective for several reasons. It enhances students' social interactions, helps them resolve conflicts, and cultivates empathy. By understanding different viewpoints, students can better navigate the diverse range of backgrounds, cultures, and beliefs they encounter (SEL, 2024)

Implication

As a pre-service teacher, this implies the need to integrate perspective-taking activities into lessons to deepen students' understanding of historical events, cultural differences, and social issues. The results show that students are able to appreciate other beliefs and experiences, promoting empathy, critical reflection, and open-mindedness. These are key values in Araling Panlipunan, where analyzing diverse viewpoints helps learners connect with real-world contexts. Therefore, promoting perspective thinking in the classroom equips students not only with academic competencies but also with essential life skills that foster responsible citizenship and respectful discourse.

Table 9. Average Weighted Mean Distribution of the respondents on the effects of selected high school learners in terms of written evaluation on the different selected teaching strategies in developing Most Essential Learning Competencies.

Teaching Strategies	Average	Scale Description	Rank
Using Photographs and Videos	4.11	A	2
Journal Writing	4	A	5
Using Charts, Maps and graphic organizers	4.06	A	3.5
Role Playing	4.12	A	1
Perspective Thinking	4.06	A	3.5
Average	3.3	MA	

Table 9 presents the corresponding weighted mean and verbal interpretation of the different teaching strategies in developing Most Essential Learning Competencies. It shows that role playing has the highest ranking with a mean of 4.12 with a verbal interpretation of agree. It also reveals that journal writing has the lowest mean of 4 with verbal interpretation of agree. It simply indicates that different teaching strategies help the respondents in developing the most essential learning competency.

In summary, the indicator that had the highest average mean was role playing as a teaching strategy for high school students. This can be related to an article published by R. Stevans (2015) which states role-play is viewed by scholars as an effective active learning strategy: it encourages participation among passive learners, adds dynamism to the classroom and promotes the retention of material,

role-play may be a popular teaching method but teachers should consider how format and preparation can impact learning outcomes.

Implication

As a pre-service teacher, this highlights the importance of incorporating interactive and participatory activities like role playing, which promote emotional, social, and cognitive development. Meanwhile, journal writing ranks lowest (mean = 4.00), suggesting that while it is still an effective strategy, it may benefit from further refinement or integration with other methods to maximize its potential. The results also show that other strategies like using photographs and videos, charts/maps/graphic organizers, and perspective thinking all received favorable ratings, indicating a balanced effectiveness across different teaching methods. As a future educator, these findings emphasize the importance of using a variety of strategies to cater to diverse learning styles and to ensure comprehensive development of students' essential competencies.

Table 10. Summary of Values on Test for Significant Difference using Kruskal-Wallis H Test as to Age

Groups	N	Median	df	X^2	H	P-value	Decision	Remarks
13 years old	25	4.17	3	7.815	2.612863	0.455238894	Failed to Reject the null	Not significant
14 years old	25	4.27						
15 years old	25	4.16						
16 years old above	25	4.33						
Total	100							

Note: "If p-value is less than or equal to the level of significance (0.05), reject H_0 , otherwise, failed to reject H_0 "

Table 10 shows the significant difference in the effects of teaching strategies in Araling Panlipunan in developing Most Essential Learning Competencies by selected high school learners when respondents are group according to age using Kruskal-Wallis H Test. The Kruskal-Wallis H test (sometimes also called the "one-way ANOVA on ranks") is a rank-based nonparametric test that can be used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable.

As shown from the table, since the computed H-value of 2.612863 is less than the χ^2 tabular value of 7.815 and the p-value of 0.455238894 is greater than the significance level of 0.05 and 3 degrees of freedom, we fail to reject the null hypothesis, H_0 : There is no significant difference on the perceived effects of teaching strategies in Araling Panlipunan on students Most Essential Learning Competencies when respondents are grouped according to profile. The result of Kruskal-Wallis H Test revealed that the sample did not provide sufficient evidence on the perceived effects of Araling Panlipunan Most Essentials Learning Competencies from 13 to 16 years old and above.

According to New Christian Academy (2023), pupils must be 12 years old to enroll in junior high school, where they will begin their studies in Grade 7, which is the first year of this level of education. The second year of junior high school begins at age 13, when students advance to Grade 8, and the third year begins at age 14. Students eventually start Grade 10, the final year of junior high school, when they are 15. This age-based progression matches students' ages to grades in accordance with the traditional framework of the junior high school system in the Philippines.

Implication

As a pre-service teacher, this suggests that the teaching strategies used in Araling Panlipunan are equally effective across the age groups studied (13 to 16 years old and above). It emphasizes that the age of the learners may not be a determining factor in the success of these strategies, which could imply that a variety of teaching strategies can be universally applied across different age groups to support students' learning and competency development.

This finding encourages a more inclusive and flexible approach in choosing teaching methods, as they seem to benefit learners irrespective of their age.

Table 11. Summary of Values on Test for Significant Difference using Kruskal-Wallis H Test as to Sex

Groups	N	Median	df	X^2	H	P-value	Decision	Remarks
Male	25	4.14	1	3.84145	4.596800	0.032031691	Rejected Null	Significant
Female	25	4.31						
Total	50							

Table 11 shows the significant difference in the effects of teaching strategies in Araling Panlipunan in developing Most Essential Learning Competencies by selected high school learners when respondents are group according to sex using Kruskal-Wallis H Test.

As depicted from the table, the computed H-value of 4.596800 is greater than the χ^2 tabular value of 3.84145 and the p-value of 0.032031691 is less than the significant level of 0.05 with 1 degree of freedom, then we will reject the null hypothesis, H_0 : There is no significant difference on the perceived effects of teaching strategies in Araling Panlipunan on students MELC when respondents are grouped according to profile. As a result, it indicates that there is a significant difference between the responses and perceptions of the male and female respondents.

The results corroborate with the study of Sari (2016), that teachers have an innate perception of the classroom process as influenced by their gender. Sari and Başarır (2016) found out that the traditional gender roles translate into the professional dispositions of the teachers. With the findings of Sari and Başarır (2016), they depicted that gender affects the perception of the Most Essential Learning Competencies.

Implication

As a pre-service teacher, this suggests that there may be gender-based variations in how students respond to specific teaching strategies, indicating the importance of considering gender when planning and implementing instructional methods. The significant difference in the responses between male and female students highlights the need for differentiated teaching approaches that cater to the distinct learning needs and preferences of each gender. Acknowledging these differences can help create a more inclusive and effective learning environment, promoting engagement and achievement for all students.

Table 12. Summary of Values on Test for Significant Difference using Kruskal-Wallis H Test as to Grade Level

Groups	N	Median	df	χ^2	H	P-value	Decision	Remarks
Grade 7	25	4.17	3	7.815	2.972483	0.395887217	Failed to Reject	Not significant
Grade 8	25	4.27						
Grade 9	25	4.16						
Grade 10	25	4.33						
Total	100							

Table 12 shows the significant difference in the effects of teaching strategies in Araling Panlipunan in developing Most Essential Learning Competencies by selected high school learners when respondents are group according to Grade Level using Kruskal-Wallis H Test. The table shows that the H-computed value of 2.972483 is less than the χ^2 tabular value of 7.815 and the p-value of 0.395887217 is greater than the significant level of 0.05, then we fail to reject the null hypothesis, H_0 : There is no significant difference on the perceived effects of teaching strategies in Araling Panlipunan on students MELC when respondents are grouped according to profile. As the test shows, there is not enough evidence that there are different perceptions in terms of the respondents' grade level.

According to GOVPH (2023), the K–12 Program represents a framework for basic education in the Philippines that includes Kindergarten and 12 years of instruction. These twelve years are divided into two years for Senior High School (SHS), four years for Junior High School, and six years for primary education. This program's objective is to provide pupils enough time to fully understand fundamental ideas and abilities in order to develop lifelong learners. The curriculum is also intended to give graduates the skills and information they need to move smoothly into postsecondary education, pursue middle-level skill development, join the workforce, or undertake entrepreneurial activities.

Implication

As a pre-service teacher, this suggests that the teaching strategies used in Araling Panlipunan are equally effective across different grade levels (Grade 7 to Grade 10). This finding encourages the idea that certain instructional strategies may be universally applicable and effective for learners at various stages of high school. It reinforces the importance of creating flexible and inclusive teaching methods that can cater to a diverse range of learners, irrespective of their grade level. Additionally, it can guide future teaching practices by emphasizing the need for consistent and effective strategies that work well across multiple grade levels.

Conclusions

Based on the findings discussed in this research, the following conclusions were drawn: Most of the respondents are between sixteen years old and above, and most of them are female. The respondents are selected Junior High School students in a private school. Junior High School students in Eastern Quezon College agreed that role-playing has the most significant effect among teaching strategies in Araling Panlipunan. The perception of the respondents on the effects of teaching strategies in Araling Panlipunan in developing Most Essential Learning Competencies, when grouped according to age, sex, and grade level, does vary.

Based on the findings and conclusions of this study, the researcher made the following recommendations: For school administrators, they may ensure there are enough materials and sufficient time allocated in the curriculum for journal writing activities. For parents, they may create a supportive environment for writing by providing journals and a quiet space for students to write. For teachers, dedicate a few minutes each day to journal writing, making it a consistent part of the classroom routine. For students, write regularly, even if it's just a few sentences each day, to build the habit of journaling. For future researchers, design and test interventions aimed at improving journal writing skills and engagement.

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