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THE PERCEIVED TEACHING STRATEGIES AND COMMITMENT AFFECTING ACADEMIC PERFORMANCE OF STUDENTS IN SOCIAL STUDIES

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ABSTRACT

Poor academic performance in Social Studies is a significant challenge for students and educators across countries. This study aimed to determine the impact of teaching strategies and teaching commitment on students' academic performance in Social Studies. A descriptive-predictive research design was used, with a sample of 255 Grade 10 students selected using stratified proportionate sampling. The findings showed that teaching strategies and teaching commitment are strong predictors of academic performance, explaining 98.7% of the variance in students' outcomes. The results affirm the Social Cognitive Theory, which emphasizes the role of personal, behavioral, and environmental factors in learning. The study highlights the importance of effective teaching practices in boosting student achievement in Social Studies, showing that these factors are key to student success.

KEYWORDS: *Perceived teaching strategies, teaching commitment, academic performance of the students in social studies*

INTRODUCTION

The issue of poor academic performance in social studies is one of the most difficult challenges faced by both students and teachers. Alami, M. (2016) emphasized that poor academic performance has turned into a serious and troubling issue for educators in recent years.

Students in Northern Ghana are struggling with poor academic performance in social studies. These issues hinder students' ability to succeed in the subject (Segkulu, L., 2022). In addition, research from Delta State, Nigeria, in 2024 revealed that students' academic performance and retention in social studies did not improve significantly and performance remained inadequate (Ukor, O. D., 2024). In the Philippines, studies have revealed alarmingly poor academic performance among students in social studies. Nicolas R. (2022) found that teachers' competency, learning environment, parent-child relationships, and peer relationships did not significantly improve students' performance at Bagong Silangan High School. Similarly, a study in Gingoog City found that personal traits, educational support, and access to resources had no significant impact on academic performance (Daulat et al., 2024).

Students with poor academic performance often face unemployment or low-paying jobs (Hanushek et al., 2019). This issue needs attention, but there is little published research on it. Therefore, this study is being conducted.

Statement of the Problem

This study determined the significance of teaching strategies and teacher commitment in influencing students' academic performance in Social Studies. Specifically, it achieved the following objectives:

- To determine the levels of teaching strategies, as indicated by lecture method, brainstorming, independent learning, role-playing, simulation, community resources, and project method; teaching commitment, as indicated by school, teaching profession, students, and work group; and students' academic performance in Social Studies, as indicated by their grade point averages (GPA) for the 1st and 2nd quarters;
- To determine the significance of the correlation between teaching strategies and commitment to students' academic performance in Social Studies;
- To determine the significance of the influence of teaching strategies and commitment on students' academic performance in Social Studies.

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Hypotheses

The following are the hypotheses to be tested at the 0.05 level of significance.

Ho1: There is no significant correlation between teaching strategies and commitment to students' academic performance in Social Studies.

Ho2: There is no significant influence of teaching strategies and teacher commitment on predicting students' academic performance in Social Studies.

Theoretical and Conceptual Framework

This study is anchored on the Social Cognitive Theory of Bandura (1986),
views human functioning as the product of the dynamic interplay of personal, behavioral, and environmental influences (Pajares, F., & Usher, E. L. (2008).

In this study, teaching strategies—specifically lecture method, brainstorming, independent learning, role-playing, simulation, use of community resources, and project method (Mojares, 2008)- represent the environmental factors. Teacher commitment, indicated by dedication to the school, teaching profession, students, and work group (Manla, 2021), represents the personal factors. Students' academic performance, on the other hand, represents the behavioral factors in the SCT framework.

Figure 1 illustrates the conceptual framework, showing the relationship between teaching strategies (including lectures, brainstorming, independent learning, role-playing, simulation, community resources, and project methods) and teaching commitment (encompassing dedication to the school, profession, students, and work group) with students' academic performance

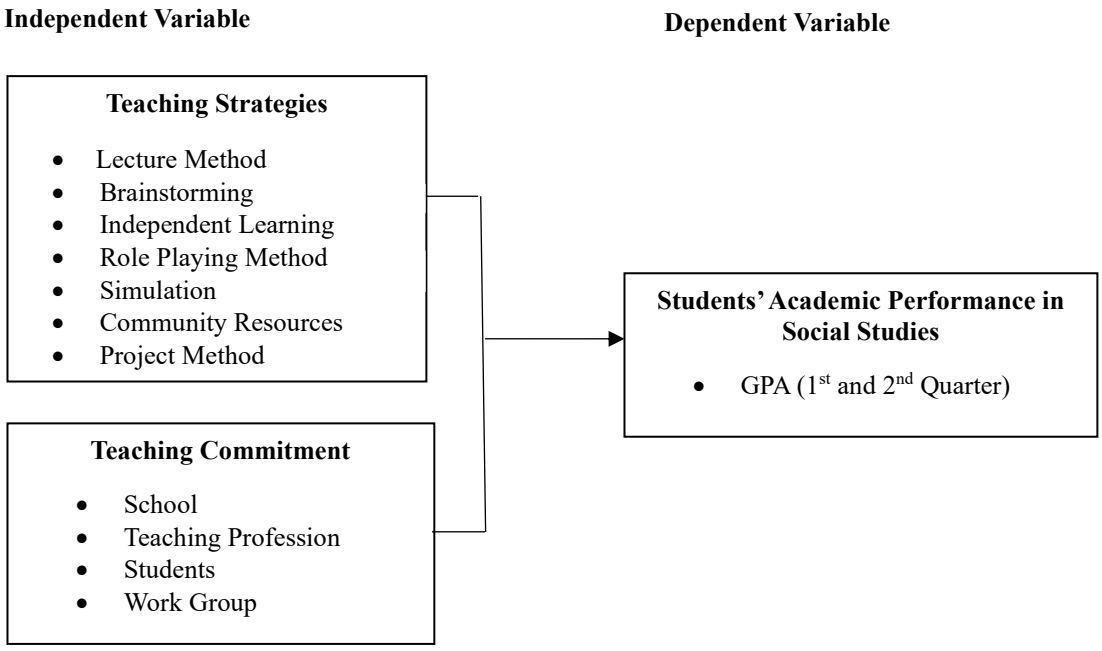


Figure 1. Conceptual Framework of the Study

Materials and Methods

Quantitative design with a descriptive-predictive approach was employed to determine the relationship between teaching strategies, teacher commitment, and students' academic performance in Social Studies. This method enabled the researcher to describe the current practices of teachers and students while also predicting possible outcomes based on the collected data. The study was conducted in public secondary schools located in the Mati Central District, Mati City Division, Davao Oriental. Five schools were included in the study: Mati National Comprehensive High School, Mati School of Arts and Trades, Badas National High School, Licop Integrated School, and Culian Integrated School. Grade 10 students enrolled in the first and second quarters of the school year 2024–2025 were the respondents, selected through stratified proportionate sampling, with the sample size calculated using Yamane's formula and adjusted by 20% to account for potential non-responses.

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The researcher used a structured and adapted survey questionnaire consisting of three parts. The first part, based on Mojares (2008), measured teaching strategies and showed a reliability score of 0.846. The second part, adapted from Manla (2021), measured teacher commitment and had a Cronbach's Alpha of 0.913. The third part recorded students' academic performance using grades from Social Studies, interpreted following DepEd Order No. 8, s. 2015. The overall instrument reliability, as determined by pilot testing, was 0.932, indicating very high consistency. Data gathering followed ethical procedures, including permissions from authorities and informed consent from guardians and assent from students. The data collected were analyzed using mean, standard deviation, frequency, and percentage for descriptive purposes, while correlation and multiple regression analyses were applied to assess relationships and predictive power among variables at a 0.05 significance level.

Ethical Considerations

A permission letter was submitted to the Office of the Schools Division Superintendent to gain approval for conducting the study, and a copy of the approval was given to the School Heads. Since the participants were minors, informed consent from their parents or guardians and assent from the students were secured. These forms ensured that participation was voluntary, personal information would remain confidential, and the purpose of the study was clearly understood. All forms were securely stored to protect privacy. In compliance with RA 10173 or the Data Privacy Act, all collected data were kept strictly confidential and used only for research purposes. The researcher followed the ethical guidelines set by the Society for Moral Integrity and Legal Ethics (SMILE) at Holy Cross of Davao College, which included obtaining proper permissions, ensuring voluntary participation, protecting participants' rights, and avoiding ethical concerns like plagiarism or conflicts of interest. A copy of the study was submitted to the Dean of the Graduate School and the Commission on Higher Education (CHED), and it may be presented in future research congresses or academic forums.

RESULTS

Table 1 is the descriptive table. It contains the variables involved in the study, namely: teaching strategies employed by the teachers, their teaching commitment as well as the academic performance of students in Social Studies, as measured by their GPA in the first and second quarters. It also contains the number of samples, standard deviation, mean, and their descriptive interpretations.

Table 1. Descriptive Analysis

Variables	N	SD	Mean	Descriptive Level
Teaching Strategies				
Overall	***255***	***0.51***	***4.07***	***High***
Lecture Method		0.58	4.21	Very High
Brainstorming		0.64	4.04	High
Independent Learning		0.64	4.16	High
Role Playing		0.73	4.12	High
Simulation		0.72	3.95	High
Project Method		0.69	4.02	High
Community Resources		0.72	4.00	High
Teaching Commitment				
Overall	***255***	***0.56***	***4.29***	***Very High***
Commitment to School		0.57	4.39	Very High
Commitment to Teaching Profession		1.18	4.40	Very High
Commitment to Students		0.64	4.22	Very High
Teachers' Commitment to Work Group		0.70	4.21	Very High
Academic Performance of Social Studies				
Grade Point Average	***255***	***7.08***	***85.16***	***High***

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Specifically, Table 1 shows that the teaching strategies variable obtained a mean of 4.07, as described as high. It indicates that the teaching strategies employed by the teachers are very good. One of the indicators got a mean of 4.21, described as very high. The rest of the indicators got respective means described as high.

Moreover, the other variable, teaching commitment, obtained a mean of 4.29, which is described as very high. This indicates that the level of teaching commitment demonstrated by the teachers is extremely strong. In fact, all indicators received very high ratings. Finally, the students' GPA in Social Studies had a mean of 85.16, which is described as high and interpreted as very satisfactory.

Correlation Analysis

Table 2 is the correlation table. It contains the correlation analysis between the predictive variables — teaching strategies and teaching commitment — and the criterion variable, academic performance in Social Studies. The table includes the Pearson correlation (r- values), the significance levels (p-values), the decision to accept or reject the null hypothesis (H_0), and the interpretation of the findings.

Table2. Correlation Table

	Academic Performance of Students in Social Studies			
	Pearson Correlation	**Sig. (2-tailed)**	**Decision**	**Interpretation**
Teaching strategies	.856**	.000	Reject H_0	There is a significant high correlation
Teaching commitment	.942**	.000	Reject H_0	There is a significant high correlation

Table 2 presents the results of the correlation between the teaching strategies and academic performance variable obtained p- values of 0.000 which is less than 0.05 degrees of confidence. Hence, the null hypothesis was rejected. It indicates that the correlation between teaching strategies and academic performance is significant. With an obtained r- value of 0.856, it indicates a high strength of correlation.

Moreover, the correlation between teaching commitment and academic performance variable obtained a p- value of 0.000, which is less than a 0.05 degree of confidence. Hence, the null hypothesis was rejected. It indicates that the correlation between teaching commitment and academic performance is statistically significant. The r- value of 0.942 indicates a high strength of correlation.

Regression Analysis

Table 3 is the regression table. It contains the predictors, namely, teaching strategies and teaching commitment. It contains the criterion variable, which is academic performance. Finally, it contains the **β** coefficient, t value, p-value, the decision on hypotheses, and the corresponding interpretation.

Table 3. Regression Table

Predictors	**Academic Performance of Students in Social Studies (DV)**						
	Unstandardized Coefficients		Standardized Coefficients				
Independent Variables	***B***	***SE B***	**β**	**t**	**Sig.**	**Decision on H_0**	**Interpretation**
(Constant)	.863	1.570		.550	.583		
Teaching strategies	20.253	.469	.419	43.153	.000	Reject	Significant
Teaching commitment	29.590	.430	.667	68.784	.000	Reject	Significant

R= 0.993; R^2= 0.987; Adjusted R^2 = 0.986; SEE= 2.88359

Table 3 specifically shows that the teaching strategies variable obtained a standardized coefficient (β) of 0.419, indicating a 41.9% degree of influence on students' academic performance in Social Studies. This influence is statistically significant, as shown by the p-value of 0.000, which is below the 0.05 alpha level. Similarly, the teaching commitment variable obtained a standardized coefficient (β) of 0.667, indicating a 66.7% degree of influence on academic performance, which is also statistically significant.

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Finally, Table 3 shows that the two predictive variables together obtained an $R^2 = 0.987$, denoting a 98.7% combined degree of influence on students' academic performance. This combined influence is statistically significant, with a p-value of 0.000, which is below the 0.05 alpha level.

DISCUSSIONS

The study revealed that the level of teaching strategies is excellent, which greatly contributes to student learning and classroom success. When teachers use clear instructions, encourage participation, and provide regular feedback, students are more likely to stay engaged and understand lessons better. For example, the Centre for Education Statistics and Evaluation (2020) emphasized that students benefit more when teachers use explicit and well-structured teaching methods, especially those who may struggle academically. In addition, active learning strategies such as discussions and problem-solving have been proven to improve student performance, as supported by Deslauriers et al. (2019), who found that students in active learning environments learned more than those in traditional lecture settings. These findings show that strong teaching strategies create a more effective and supportive learning experience for students.

Building on this, the study also showed that teaching commitment plays a crucial role in enhancing student success, with teachers demonstrating a high level of professional dedication. When teachers are deeply committed to their profession, they not only deliver high-quality lessons but also invest time in understanding each student's needs. This commitment results in an environment where students feel supported, motivated, and encouraged to excel. Research has consistently shown that teaching commitment positively impacts student outcomes. For instance, El Omari and Bouziane (2022) found that committed teachers in Moroccan high schools had a significant positive effect on student performance, as these teachers were more likely to engage students actively and provide extra help when needed. Similarly, Altun (2017) emphasized that teachers who are highly committed to their work create an atmosphere that fosters learning and supports student achievement.

As a result of these strong teaching strategies and high levels of teacher commitment, students' academic performance in Social Studies showed very satisfactory outcomes. This indicates that students have demonstrated a strong understanding of key concepts in the subject, including history, geography, and civics, as well as the critical thinking skills necessary to analyze social issues. Students who achieved very satisfactory performance were able to meet or exceed the expected standards. The effectiveness of teaching and the dedication of teachers likely played a key role in supporting students to reach these academic benchmarks.

These academic outcomes are reinforced by previous studies, which have emphasized the role of effective instruction and commitment in fostering student success. Dimacangun and Guillena (2023) and Nicolas (2022) both emphasized that a well-structured learning environment supported by motivated and dedicated teachers contributes significantly to positive academic outcomes. When teaching strategies and teacher dedication come together in a supportive classroom, students are more likely to perform well academically. The current study aligns with this understanding by showing that both factors were present and influential in the observed academic success in Social Studies.

Moreover, the study found a significant relationship between teaching strategies and students' academic performance, indicating that how lessons are delivered directly influences students' learning and achievement. Strategies such as group work, hands-on activities, and differentiated instruction help engage students, promote understanding, and improve academic results. These findings are echoed by Herbert et al. (2023), who demonstrated that group-based mastery instruction encourages collaboration and leads to higher performance in Social Studies. Similarly, Sarpong et al. (2020) found that activity-based teaching methods increased content retention and academic success, while Alonzo and Acojido (2022) confirmed that varied and inclusive teaching practices improve student outcomes. Francisco and Celon (2020) further emphasized that effective instructional methods contribute to better performance across different subject areas.

Complementing this finding is the confirmed strong link between teacher commitment and students' academic performance in Social Studies. This means that when teachers are dedicated—consistently prepared, punctual, and involved—students are more likely to excel academically. Committed teachers help create a learning environment where students feel supported and motivated to achieve. Several recent studies support this conclusion. Essien and Odey (2018) found that students performed better when taught by committed Social Studies teachers, highlighting how dedication enhances instructional quality. Similarly, Ligaya (2023) reported that teacher commitment positively influences academic performance across various subjects by increasing student motivation and improving teaching effectiveness. Paunan et al. (2022) also confirmed that committed teachers tend to implement more effective strategies and maintain a classroom climate conducive to learning.

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Taken together, these results reinforce the idea that both teaching strategies and teacher commitment are essential components of academic success in Social Studies. When educators combine effective instructional methods with a strong sense of dedication, students benefit from an engaging and supportive environment that enhances their ability to learn and achieve.

CONCLUSION

Based on the results, it is concluded that teaching strategies and teaching commitment are significant predictors of students' academic performance in Social Studies. The combined degree of influence of the predictors is 98.7%. This conclusion strongly affirms the Social Cognitive Theory, which views human functioning as the product of the dynamic interplay of personal, behavioral, and environmental influences.

Recommendations

Based on this conclusion, it is recommended that schools continue to maintain and strengthen the effective teaching strategies currently being used, as they were found to be at an excellent level. Teachers should be encouraged to keep using engaging, student-centered methods while also exploring new strategies to enhance learning further. Since teacher commitment was rated as extremely strong, it is important that school leaders continue to support, motivate, and recognize the dedication of their teaching staff through professional development, mentoring, and incentives. The study also showed that teaching strategies and commitment together explain 98.7% of the variation in students' academic performance in Social Studies, which is a highly significant result. Therefore, these findings should be used as a guide for improving teaching practices and designing training programs. Lastly, because the outcome is nearly perfect, it is recommended that this successful teaching model be documented and shared with other schools or districts to help raise academic performance in Social Studies on a wider scale.

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