

**An Assessment of the Teaching–Learning Process in Social Studies
in Public Secondary Schools in the San Pablo District**

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ABSTRACT

In the context of globalization, Social Studies education plays a vital role in developing critically thinking and globally competent learners. However, limited empirical studies have examined the teaching–learning process in Social Studies in public secondary schools, particularly in terms of effectiveness, barriers, and interventions. This study assessed the teaching–learning process in Social Studies in public secondary schools in the San Pablo District using a descriptive research design. Data were collected from 35 Social Studies teachers through a structured questionnaire. Findings revealed that the teaching–learning process is generally very effective, particularly in teacher competence ($M = 4.40$), teaching strategies ($M = 4.22$), and assessment tools ($M = 4.28$). However, learning materials were only rated adequate ($M = 3.41$), and administrative and supervisory support was moderate ($M = 3.88$). Barriers were minimal, while teachers frequently implemented interventions ($M = 4.14$). The study highlights the need to strengthen instructional resources and sustain professional development.

Keywords: Teaching–learning process, Social Studies, teacher competence, teaching strategies, learning materials, assessment tools.

Date Submitted: April 3, 2026
Date Accepted: April 7, 2026
Date Published: April 15, 2026

INTRODUCTION

In the midst of globalization, schools must adapt to the emerging needs and challenges, specifically in the development of 21st-century skill-equipped and globally competent learners. Learners are inundated with pedagogy in which exposure to factual information is overwhelmingly the paramount means to success. Students are often encouraged to regurgitate facts as a means to demonstrate academic understanding. However, this traditional orientation is no longer sufficient, as Social Studies education must promote critical thinking and independent learning. Students must be taught how to learn on their own through rational inquiry and develop the ability to evaluate information critically (Beyer, 1981).

All major and minor subjects in the K to 12 curriculum play an important role in the social development of learners. Social Studies deepens the minds of the youth to better understand the world around them and focuses on societal issues concerning economic growth

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DOI: <http://doi.org/10.69651/PIJHSS0502959>

Recommended citation:

Talamayan, D. B. (2026). An assessment of the teaching-learning process in social studies in public secondary schools in the San Pablo District. *Pantao (The International Journal of the Humanities and Social Sciences)* 5 (2), 1060-1065. <http://doi.org/10.69651/PIJHSS0502959>

and problems. Instruction in Social Studies should be supported by a broad range of instructional resources, as no single textbook can adequately address the diverse learning needs and interests of students (Tucker, 1978).

Teaching is not confined to the books prescribed by the department but includes a wide range of strategies and approaches. The teacher and his or her teaching approach play a great role in student learning. Effective teaching strategies significantly influence students psychologically, motivating them to engage more actively in classroom activities. Teaching methods in Social Studies—such as inductive, conceptual, integrated, and traditional approaches—are flexible and should be adapted according to the needs and conditions of the learners (Meru, 1995).

Teachers should know various strategies such as role-playing, small group discussions, and games, which are valuable in developing learners' cognitive skills such as analysis, evaluation, and decision-making. Inquiry-based strategies are particularly important in developing independent and critical learners (Beyer, 1981). Moreover, teachers must understand the learners' strengths and weaknesses to effectively determine appropriate instructional strategies and starting points for instruction (Murcia, 1996).

Knowing these approaches will not be effective if teachers do not utilize modern strategies. Since students in the 21st century are exposed to advanced technology, they absorb information more efficiently through multimedia and interactive tools. Thus, teachers should integrate modern instructional materials such as projectors, films, and other audiovisual aids. Failures in teaching Social Studies may be attributed to sociological factors, including learners' backgrounds and limited resources, which affect students' academic performance (Garcia, 1996).

Furthermore, schools must provide a conducive and humane learning environment that promotes motivation and holistic development. Learning takes many forms, and schools must foster environments where students can learn not only academically but also socially and emotionally (Mitzel, 2006).

Evaluation is also an essential component of the teaching-learning process. Evaluation in Social Studies involves gathering evidence to determine the extent to which learners achieve educational objectives (Michaelis, 1980).

Empirical studies further support these claims. Social Studies instruction has been found to be generally satisfactory; however, there is a need for improved instructional materials and continuous professional development among teachers (Dacanay, 2001). The use of varied teaching methods and techniques has also been observed, emphasizing the importance of diversified instructional strategies (Molitas, 2001). Similarly, gaps in instructional delivery may arise due to inadequate resources and limited supervisory support, highlighting the need for improvement in teaching methods, materials, and evaluation practices (Mauricio, 2001). Insufficient instructional materials and learner difficulties also significantly affect teaching effectiveness, necessitating updated resources and remedial interventions (Javier, 2002).

Foreign studies also reinforce the importance of effective teaching practices. Teachers play a critical role in instructional evaluation and improvement (Ford, 2013), while proper training and support are necessary in implementing effective instructional strategies (Alexander-Shea, 2008). The preparation of teachers to integrate global perspectives in Social Studies education is essential in the context of globalization (Miliziano, 2009). Social Studies also plays a vital role in developing civic identity among learners (McBride, 2014), and teaching approaches that promote social justice and student engagement enhance meaningful learning experiences (Samuels, 2014).

Anchored on these perspectives, this study is grounded in constructivist and inquiry-based learning theories, which emphasize active knowledge construction and critical inquiry (Beyer, 1981). It also adopts a systems approach, where teaching effectiveness is viewed as a

product of interacting inputs, processes, and outputs, consistent with the framework presented in the study.

Hence, this study is undertaken to assess and investigate the teaching–learning process in Social Studies in public secondary schools at San Pablo District. It aims to determine the effectiveness of teaching practices, identify existing barriers, and propose appropriate interventions to improve instructional delivery.

Statement of the problem

This study aimed to assess the teaching learning process in Social Studies in public secondary schools in the San Pablo District.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age, gender, civil status, highest educational attainment, position, number of years in service, and level of seminars attended?
2. What is the extent of effectiveness of the teaching learning process in Social Studies in terms of teacher competence, teaching strategies, learning materials, classroom management, interpersonal relationships, assessment tools, and administrative and supervisory support?
3. What is the extent of barriers encountered in the teaching learning process in Social Studies in terms of teacher competence, teaching strategies, learning materials, classroom management, interpersonal relationships, assessment tools, and administrative and supervisory support?
4. What interventions are implemented by teachers to address the identified barriers?

METHODOLOGY

This study utilized the descriptive research method to assess the teaching–learning process in Social Studies in public secondary schools in the San Pablo District. The descriptive method was deemed appropriate as it enables the systematic collection, analysis, and interpretation of data to describe the current conditions and practices in teaching.

The study was conducted in four public secondary schools in the San Pablo District during the School Year 2025–2026. The respondents of the study consisted of 35 Social Studies teachers selected through purposive sampling. These respondents were chosen based on their direct involvement in teaching the subject, making them appropriate sources of relevant data.

The primary data-gathering instrument used in the study was a structured questionnaire developed by the researcher with guidance from the adviser. The instrument consisted of two parts: the first part gathered information on the respondents' profile, including age, gender, civil status, position, educational attainment, years of service, and seminars attended; the second part focused on assessing the effectiveness of the teaching–learning process, barriers encountered, and interventions implemented by the teachers. Prior to its administration, the questionnaire underwent a try-out to ensure clarity and validity, and necessary revisions were made based on feedback.

In the data collection process, the researcher secured permission from the Public Schools District Supervisor and school heads before administering the questionnaire. The researcher personally distributed and retrieved the questionnaires to ensure a high retrieval rate and accuracy of responses.

The data gathered were analyzed using appropriate statistical tools. Frequency counts and simple percentages were used to describe the profile of the respondents, while the weighted

mean was utilized to determine the extent of effectiveness of teaching practices, adequacy of learning materials, interpersonal relationships, assessment tools, supervisory support, barriers encountered, and interventions implemented.

RESULTS AND DISCUSSION

The study involved 35 Social Studies teachers from public secondary schools in San Pablo District. The data revealed that the majority of respondents were within the younger age brackets, with the highest proportion (22.86%) aged 25–30. Most respondents were female (62.86%) and married (82.86%). In terms of professional profile, the majority were Teacher III (60%), and most held a bachelor's degree (60%), while a considerable number had pursued graduate studies (37.14%). More than half of the respondents (54.29%) obtained an outstanding performance rating. In terms of teaching experience, the largest group (40%) had been teaching for 5–10 years, indicating a relatively experienced teaching force. All respondents had attended school- and district-level seminars, with decreasing participation at higher levels of training.

In terms of teaching effectiveness, the overall results showed a very effective teaching–learning process, with an average weighted mean of 4.40 for teacher competence. Mastery of the subject (4.65) and competence (4.55) were the strongest indicators, suggesting that teachers possess strong content knowledge and instructional capability. Similarly, teaching strategies were rated very effective, with an overall mean of 4.22, where interactive strategies such as games (4.65) and think-pair-share (4.51) were most effective, indicating a preference for learner-centered approaches.

The adequacy of learning materials, however, was rated only adequate with a mean of 3.41, suggesting limitations in instructional resources despite the availability of basic tools such as computers (3.92). Interpersonal relationships were rated very high (mean = 4.41), indicating that teachers maintain positive classroom environments that support student engagement and inclusivity.

Assessment practices were also found to be very effective (mean = 4.28), with performance tasks (4.43) being the most utilized, reflecting alignment with competency-based assessment. Supervisory support was rated often observed (mean = 3.88), suggesting moderate administrative involvement in instructional improvement.

Regarding barriers, the overall findings indicated that challenges encountered by teachers were generally least serious to slightly serious. Teacher-related barriers had a mean of 1.69, while issues related to learning materials (1.76) and interpersonal relationships (1.59) were also minimal. Classroom management concerns were slightly more pronounced (mean = 1.83), particularly in terms of student discipline and attendance. Administrative-related barriers were likewise minimal (mean = 1.73), indicating that systemic constraints were not significantly hindering teaching effectiveness.

In response to these challenges, teachers reported that they often implement interventions (mean = 4.14). The most commonly practiced strategies included remedial instruction (4.47), focusing on least mastered competencies (4.41), and maintaining positive classroom discipline (4.26). These findings indicate that teachers are proactive in addressing learning gaps and improving student performance.

Overall, the analysis reveals that while the teaching–learning process in Social Studies is highly effective, there remain moderate concerns regarding instructional resources and classroom management. Nonetheless, teachers demonstrate strong competence, effective instructional practices, and a high level of commitment to implementing interventions that enhance student learning outcomes.

CONCLUSION

Based on the findings of the study, it can be concluded that the teaching–learning process in Social Studies in public secondary schools in the San Pablo District is generally very effective. The teachers demonstrate strong competence, particularly in terms of mastery of subject matter, use of varied teaching strategies, and application of appropriate assessment tools. The learning environment is also highly positive, as evidenced by the strong interpersonal relationships established between teachers and students. However, despite these strengths, certain aspects such as the adequacy of instructional materials and the level of supervisory support remain only moderately satisfactory, indicating areas that require improvement.

Moreover, the barriers encountered by teachers are generally minimal, though issues related to classroom management, availability of resources, and student engagement still persist to some extent. Nevertheless, teachers exhibit a proactive stance by frequently implementing appropriate interventions, such as remedial instruction and focusing on least mastered competencies, to address these challenges and enhance student learning outcomes.

In light of these conclusions, it is recommended that school administrators strengthen instructional support by providing adequate and updated learning materials, particularly multimedia resources and technological tools, to further enhance teaching effectiveness. Continuous professional development programs, such as seminars, workshops, and training sessions, should be intensified to sustain and further improve teachers' competencies and instructional practices.

School heads and supervisors should also increase the frequency and quality of instructional supervision and mentoring to provide more consistent guidance and support to teachers. Furthermore, teachers are encouraged to continuously adopt innovative and learner-centered strategies that promote active participation and critical thinking among students.

Efforts should also be made to improve classroom management practices and address student-related concerns through collaborative approaches involving parents and stakeholders.

Lastly, future researchers may conduct similar studies in other districts or include additional variables to further validate and expand the findings of this research.

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