

**Achievement and learning difficulties in Araling Panlipunan
among Grade 4 pupils: Evidence from the Philippines**

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ABSTRACT

Araling Panlipunan plays an important role in developing learners' knowledge, critical thinking, and civic awareness. However, despite the goals of the K to 12 curriculum, some learners continue to experience difficulties in understanding and applying historical, geographical, and civic concepts. This study determined the achievement levels and learning difficulties of Grade 4 pupils in Araling Panlipunan 4 in the public elementary schools of Solana, Cagayan, and examined the interventions employed by teachers and the relationship between achievement and learning difficulties. Using a descriptive-correlational design, the study involved 34 Grade 4 teachers selected through purposive sampling. Data were gathered through a questionnaire, documentary analysis, and unstructured interviews. The findings showed that pupils had strong achievement across cognitive domains, while reported learning difficulties were generally manageable. Teachers also rated their instructional interventions as effective. No significant relationship was found between achievement and learning difficulties. The study recommends sustaining effective practices while strengthening support for specific areas of difficulty.

Keywords: Araling Panlipunan, Grade 4 pupils, achievement level, learning difficulties, instructional interventions.

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INTRODUCTION

Education is considered one of the most essential foundations of national development, serving as a cornerstone of human advancement in an era characterized by globalization and technological innovation. It equips learners with the knowledge, skills, attitudes, and values necessary to become productive members of society while opening opportunities for personal development, prosperity, and an improved quality of life. According to the World Bank (2023), education not only improves individuals' employability and opportunities for self-fulfillment but also contributes to the overall economic development of nations by developing empowered and productive citizens. Thus, the quality of learners' academic performance remains a significant concern among educators, school administrators, and policymakers. Schools, as

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institutions of learning, play an important role in developing learners' competencies, self-worth, and engagement so that they can actively contribute to society (Durlak et al., 2019).

In the Philippines, reforms in basic education have long been directed toward producing functionally literate and globally competitive citizens. The 2002 Basic Education Curriculum and the succeeding K to 12 Curriculum, institutionalized through Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, were designed to develop learners' cognitive abilities as well as the attitudes and values necessary for effective participation in contemporary society (Republic Act No. 10533, 2013). As explained by Barrot (2021), the K to 12 curriculum reform was intended to make Filipino learners more prepared for the demands of the future by strengthening the competencies they need in school, work, and society.

Within this curriculum, Araling Panlipunan (AP) serves as a core subject that develops learners' understanding of historical, geographical, political, economic, and social concepts while fostering civic responsibility and social awareness. The Department of Education (2019), through DepEd Order No. 21, series of 2019, emphasizes that the K to 12 Basic Education Program seeks to develop learners beyond the acquisition of factual knowledge. In Araling Panlipunan, learners are expected to understand concepts and issues and relate them to their personal experiences and social realities rather than merely memorize information. In the words of the Department of Education (2019), the subject seeks to develop learners who are *mapanuri*, *mapagmuni*, *produktibo*, *makabansa*, *makatao*, and *makakalikasan*—qualities associated with analytical thinking, responsible citizenship, and social and environmental awareness.

Despite these objectives, the teaching and learning of Araling Panlipunan continue to face challenges. Some learners experience difficulty in developing higher-order thinking skills, particularly in analyzing, interpreting, and evaluating information. Such difficulties may indicate a gap between the intended curriculum outcomes and actual learner performance. The continued reliance on rote memorization may further contribute to this gap, particularly when learners are not provided with sufficient opportunities to engage in inquiry, reflection, analysis, and application of knowledge. Arceta (2022) noted concerns regarding inadequate understanding of Araling Panlipunan and its implications for learners' ability to critically process information.

Learners' perceptions and attitudes toward the subject may also influence their learning experiences and academic performance. Cosme (2019) reported concerns regarding students' behavior and academic performance in Araling Panlipunan, suggesting that learner-related factors may affect their engagement with the subject. Some learners may perceive Araling Panlipunan as difficult or uninteresting because of the amount of information they are expected to remember, including historical events, economic concepts, political structures, and social issues. When learning activities are disconnected from learners' experiences, they may become less attentive and motivated, which can eventually affect their academic performance.

Teachers likewise play an important role in shaping learners' achievement and attitudes toward Araling Panlipunan. Effective instructional strategies, classroom management, and meaningful learning experiences can influence learners' engagement and participation. According to Glynn et al. (2018), motivation is an important factor in students' learning because their willingness to engage in academic tasks influences their achievement of instructional objectives. Similarly, Bilgin (2017) emphasized the importance of learners' attitudes in the learning process. Positive attitudes can encourage curiosity, persistence, and active participation, whereas negative attitudes may contribute to disengagement and poor academic performance.

Learning difficulties, however, cannot be attributed solely to learners' attitudes. Classroom management, teacher preparedness, instructional practices, and alignment between teaching strategies and curriculum expectations may also influence learning outcomes. Millapre (2016) explained that ineffective classroom management may contribute to disruptive

behavior, inattentiveness, and reduced instructional time. When teachers encounter difficulties in managing classrooms or in adapting instructional strategies to learners' needs, opportunities for meaningful learning may be reduced. Consequently, professional development and appropriate pedagogical support remain important in strengthening the delivery of the K to 12 curriculum.

The theoretical perspectives underlying the present study provide further explanations of how learners acquire knowledge and why difficulties may occur. Constructivist theory emphasizes that learners actively construct knowledge based on their experiences and interactions with their environment. From this perspective, learning becomes more meaningful when new information is connected with learners' existing knowledge and experiences. In Araling Panlipunan, therefore, difficulties may arise when instruction relies heavily on the transmission of information without providing sufficient opportunities for learners to explore, apply, and reflect on concepts.

Vygotsky's (1978) sociocultural theory provides another perspective by emphasizing the importance of social interaction and cultural context in cognitive development. Learning does not occur in isolation; rather, it is influenced by interactions with teachers, peers, family, and the wider community. Teachers provide guidance and scaffolding that enable learners to accomplish tasks that they may not yet be able to perform independently. When such support is inadequate or inappropriate to learners' needs, difficulties in understanding and applying concepts may emerge.

Bloom's taxonomy also provides a useful framework for examining learners' achievement in Araling Panlipunan. Bloom (1956) classified educational objectives according to cognitive levels, including knowledge, comprehension, application, analysis, and evaluation. These levels provide a basis for examining whether learners are able to move beyond the simple recall of facts toward the use of knowledge in more complex cognitive tasks. Since Araling Panlipunan involves the interpretation and analysis of historical, political, geographical, economic, and social information, learners' achievement may be affected when they have difficulty progressing from lower-order to higher-order cognitive processes.

Attitude-behavior perspectives further explain the possible relationship between learners' perceptions and their engagement in learning. Ajzen and Fishbein (1980) explained that attitudes can influence behavioral intentions and subsequent actions. Applied to the educational setting, learners' perceptions of a subject may influence their willingness to participate in learning activities and persist when confronted with difficult tasks. When learners perceive Araling Panlipunan as difficult, irrelevant, or uninteresting, they may become less motivated to engage actively in classroom activities. Conversely, positive perceptions may encourage participation and persistence.

Finally, cognitive load theory offers an explanation for difficulties that may arise when learners are exposed to information that exceeds their processing capacity. Sweller (1988) explained that learning can be affected when the cognitive demands of a task become too high. Araling Panlipunan encompasses a wide range of information involving history, geography, economics, politics, culture, and society. When these concepts are presented without appropriate organization, sequencing, or instructional support, learners may experience cognitive overload, which can negatively affect comprehension and achievement.

Taken together, these theoretical perspectives suggest that learners' achievement and learning difficulties in Araling Panlipunan are influenced by the interaction of cognitive, social, instructional, and affective factors. Constructivism emphasizes active knowledge construction; sociocultural theory highlights the importance of interaction and scaffolding; Bloom's taxonomy provides a framework for examining cognitive achievement; attitude-behavior

theory explains the role of learners' perceptions and motivation; and cognitive load theory explains how the complexity of learning materials may affect comprehension and performance.

In this context, examining the achievement levels and learning difficulties of Grade 4 pupils in Araling Panlipunan in the elementary school districts of Solana, Cagayan becomes imperative. Grade 4 represents an important stage in the development of learners' understanding of social, historical, geographical, and civic concepts. Identifying the areas in which learners perform well and those in which they encounter difficulties can provide useful information for teachers and school administrators in planning appropriate instructional interventions.

The present study therefore sought to determine the achievement levels of Grade 4 pupils in Araling Panlipunan 4 and identify the learning difficulties they encounter in terms of content, skills, and values. It also examined the interventions employed by teachers to address these difficulties and determined whether a significant relationship exists between pupils' achievement levels and their reported learning difficulties. The findings are expected to provide a basis for strengthening instructional practices and developing appropriate interventions that may improve the teaching and learning of Araling Panlipunan in the elementary schools of Solana, Cagayan. The present study is anchored on several learning and educational theories that provide explanations for learners' achievement and learning difficulties in Araling Panlipunan 4.

Constructivist Theory

Constructivist perspectives emphasize that learners actively construct knowledge through experiences, interaction, and reflection rather than passively receiving information (Piaget, 1972). Learning becomes meaningful when learners connect new information with their existing knowledge and experiences. This perspective is particularly relevant to Araling Panlipunan because the subject requires learners to understand historical, geographical, political, economic, and social concepts and relate these concepts to real-life situations.

From a constructivist perspective, learning difficulties may occur when instructional approaches provide limited opportunities for learners to participate actively in the learning process. If instruction focuses primarily on memorization and recall, learners may have difficulty applying and interpreting concepts. Consequently, learning activities that encourage exploration, discussion, analysis, and application may help learners construct deeper understanding.

Sociocultural Theory

Vygotsky's (1978) sociocultural theory emphasizes the role of social interaction and cultural context in cognitive development. According to Vygotsky, learners develop their understanding through interaction with more knowledgeable individuals, including teachers, parents, and peers. The concept of scaffolding is particularly relevant because teachers provide assistance that enables learners to perform tasks that they may not yet accomplish independently.

In Araling Panlipunan, learners' understanding may be influenced by their family, community, and cultural experiences. Teachers can therefore use learners' existing experiences as starting points for introducing historical, social, geographical, and civic concepts. When appropriate guidance and scaffolding are provided, learners may be better able to overcome difficulties and achieve higher levels of understanding.

Bloom's Taxonomy

Bloom's (1956) taxonomy of educational objectives provides a framework for examining learners' cognitive achievement. The cognitive domain includes levels such as knowledge, comprehension, application, analysis, and evaluation. These levels are particularly relevant to the present study because the achievement of Grade 4 pupils in Araling Panlipunan is examined across these cognitive dimensions.

Knowledge involves the recall of previously learned information, while comprehension requires learners to demonstrate an understanding of concepts. Application involves using knowledge in particular situations, whereas analysis requires learners to examine information and identify relationships among its components. Evaluation involves making judgments based on appropriate criteria. Difficulties in moving from lower-order cognitive processes toward higher-order thinking may therefore contribute to differences in learners' achievement levels.

Attitude-Behavior Theory

Attitude-behavior theory provides a framework for understanding how learners' attitudes and perceptions may influence their engagement in learning. Ajzen and Fishbein (1980) explained that attitudes are associated with behavioral intentions, which may influence subsequent behavior. In the educational context, learners' perceptions of Araling Panlipunan may affect their willingness to participate in classroom activities and persist in completing learning tasks.

Positive perceptions of the subject may encourage learners to participate actively, while negative perceptions may lead to disengagement and reduced motivation. As discussed by Glynn et al. (2018), motivation to learn is an important consideration in understanding students' participation and achievement. Thus, learners' attitudes and engagement may be relevant in explaining variations in their achievement and learning difficulties.

Cognitive Load Theory

Cognitive load theory, proposed by Sweller (1988), explains that learners' ability to process information may be affected when the demands of a learning task exceed their available cognitive capacity. Araling Panlipunan involves substantial amounts of information, including historical events, geographical concepts, political systems, economic principles, cultural practices, and social issues.

When information is presented in a highly complex or poorly organized manner, learners may experience cognitive overload. This may interfere with comprehension, retention, and application of knowledge. The theory therefore highlights the importance of presenting learning materials in ways that are appropriately sequenced, organized, and supported by suitable instructional strategies.

Overall, the theories provide complementary perspectives for understanding the achievement levels and learning difficulties of Grade 4 pupils in Araling Panlipunan. Constructivist theory emphasizes active knowledge construction, sociocultural theory highlights social interaction and scaffolding, Bloom's taxonomy provides a framework for measuring cognitive achievement, attitude-behavior theory explains the potential influence of learners' perceptions and motivation, and cognitive load theory addresses the effects of information complexity on learning. These perspectives collectively provide a theoretical basis for examining the achievement and learning difficulties of Grade 4 pupils in Araling Panlipunan 4.

Statement of the problem

The study aimed to determine the achievement levels and learning difficulties of Grade 4 pupils in Araling Panlipunan 4 in the public elementary schools of Solana, Cagayan during the School Year 2025–2026.

Specifically, it sought to answer the following questions:

1. What is the achievement level of Grade 4 pupils in Araling Panlipunan 4 based on their performance in terms of knowledge, comprehension, application, analysis, and evaluation?
2. What is the extent of the learning difficulties encountered by Grade 4 pupils in Araling Panlipunan 4 in terms of content, skills, and values?
3. What interventions are employed by teachers to address the learning difficulties of Grade 4 pupils in Araling Panlipunan 4?
4. Is there a significant relationship between the achievement levels of Grade 4 pupils and their reported learning difficulties in Araling Panlipunan 4?

METHODOLOGY

Research Design

The study employed a descriptive-correlational research design to determine the relationship between the achievement levels of Grade 4 pupils in Araling Panlipunan 4 (AP 4) and the learning difficulties they encountered. This design was appropriate because it allowed the researcher to describe existing conditions and examine the relationship between naturally occurring variables without manipulating them. McBurney and White (2009) explained that descriptive-correlational research is useful for describing existing conditions and examining relationships among variables as they naturally occur. Similarly, Hassan (2024) noted that correlational research can be used to determine the strength and direction of relationships among variables in educational settings. Best and Kahn (2006) further emphasized the usefulness of descriptive research in identifying patterns and describing behaviors within authentic educational contexts.

In the present study, the design was used to describe the achievement levels of Grade 4 pupils in AP 4, determine the extent of their learning difficulties, identify the interventions employed by teachers, and examine whether a significant relationship existed between pupils' achievement levels and their reported learning difficulties.

Locale of the Study

The study was conducted in the public elementary schools of Solana District, Cagayan. Solana is a first-class municipality in Cagayan Province, located in the Cagayan Valley region of the Philippines. The municipality consists of 38 barangays and includes both urban and rural communities. The study covered the public elementary schools within the district where Grade 4 teachers were assigned.

Respondents of the Study

The respondents were 34 Grade 4 teachers from public elementary schools in Solana District, Cagayan. The researcher used purposive sampling to select the respondents. The

original distribution showed that one Grade 4 teacher, or 2.94% of the total respondents, came from each participating school, for a total of 34 respondents representing the schools included in the study.

Data-Gathering Instruments

Three instruments were used to collect the data: a questionnaire checklist, documentary analysis, and unstructured interviews. The questionnaire served as the primary data-gathering instrument. It was developed based on professional books, periodicals, theses, dissertations, and other relevant materials. It consisted of four parts covering the respondents' profile, the achievement level of Grade 4 pupils in Araling Panlipunan, the learning difficulties encountered by pupils in AP 4 instruction, and the interventions employed by teachers. The questionnaire underwent a tryout among selected teachers from a nearby municipality of Solana, Cagayan. The participants were asked to provide suggestions for improving the instrument. The draft was subsequently reviewed by the research adviser, and the comments and recommendations from the tryout and adviser were incorporated into the final version. Unstructured interviews were conducted to clarify or countercheck vague responses obtained from the questionnaire. The interviews were conducted during the respondents' vacant periods or recess time, while some respondents were interviewed at home on Saturdays. The responses were recorded for documentation. Documentary analysis was likewise conducted using relevant school records and inventories to help verify the information obtained through the questionnaire.

Data-Gathering Procedure

Before the administration of the questionnaire, the researcher secured permission from the Office of the Schools Division Superintendent and obtained approval from the concerned school administrators. The questionnaire was validated, revised, and improved based on the recommendations of the research adviser and the results of the tryout. The researcher personally administered and retrieved the questionnaires from the respondents. After retrieval, the responses were tallied and tabulated in preparation for statistical analysis and interpretation.

Statistical Treatment of Data

The data were analyzed using frequency and percentage, weighted mean, and Pearson product-moment correlation (Pearson's r). Frequency and percentage were used to summarize the respondents' profile and present the distribution of the respondents according to the relevant characteristics. Weighted mean was used to analyze the responses concerning the achievement levels of Grade 4 pupils, the learning difficulties encountered in Araling Panlipunan 4, and the effectiveness of interventions employed by teachers. Pearson's product-moment correlation coefficient (Pearson's r) was used to determine whether a significant relationship existed between the pupils' achievement levels and their reported learning difficulties in Araling Panlipunan 4.

RESULTS AND DISCUSSION

Profile of the Respondents

The study involved 34 Grade 4 teachers from the public elementary schools in Solana District, Cagayan. In terms of age, the largest groups were those aged 41–45 years and 46–50 years, with 7 respondents each, or 20.59%. This indicates that a substantial proportion of the respondents were in their middle years of professional life. In terms of gender, 25 or 73.53% were female, while 9 or 26.47% were male, showing that women constituted the majority of the teacher-respondents.

Almost all respondents were married, with 32 or 94.12%, while one respondent each was single and separated. Regarding educational attainment, 18 or 52.94% held a bachelor's degree, while 16 or 47.06% were MAEd graduates. In terms of position, 27 or 79.41% were Teacher III, while 4 or 11.76% were Teacher I and 3 or 8.82% were Teacher II. Notably, all 34 respondents (100%) received an Outstanding rating in their latest performance evaluation.

The respondents also had varied teaching experience. The largest group, 9 teachers or 26.47%, had served for 11–15 years, followed by those with 6–10 years of service (20.59%). The distribution indicates that the respondents generally had substantial teaching experience. Their participation in professional development was also evident, although most training attended was conducted at the district and division levels. The results therefore describe a respondent group composed largely of experienced teachers, many of whom had reached Teacher III and had demonstrated strong performance in their professional assignments.

Achievement Level of Grade 4 Pupils in Araling Panlipunan

The results show that Grade 4 pupils were perceived to have very high achievement across all five cognitive domains, with an overall weighted mean of 4.59. Comprehension obtained the highest mean (4.68), followed by evaluation (4.62), application (4.58), analysis (4.55), and knowledge (4.51).

The highest-rated areas were therefore not limited to the recall of factual information. The relatively high ratings for comprehension, application, analysis, and evaluation suggest that the pupils were perceived as capable of using and interpreting what they learned in Araling Panlipunan. For example, application received an overall mean of 4.58, with particularly high ratings for applying good citizenship, using maps, and showing respect and cooperation in classroom activities. Only the ability to create posters showing national symbols received a lower rating of 4.15, although this still fell within the high-achievement category.

The analysis domain likewise obtained a very high rating, while evaluation reached an overall mean of 4.62. These results are important because they indicate that the reported achievement extended beyond simple memorization. The pupils were also perceived to be capable of examining information, making comparisons, forming judgments, and relating Araling Panlipunan concepts to civic and social situations.

Taken as a whole, the findings point to a consistently strong level of achievement across the cognitive domains measured. However, because the ratings were based on teachers' responses, the results should be interpreted as teachers' assessments or perceptions of pupils' achievement rather than as direct measurements of pupil performance through an independently administered achievement test.

Learning Difficulties Encountered by the Pupils

Despite the very high achievement ratings, the pupils were reported to experience only least serious learning difficulties overall, with an overall weighted mean of 1.57. Among the three areas examined, content difficulties obtained the highest mean at 1.75, followed by values at 1.69 and skills at 1.26. All three areas were classified as least serious.

The results indicate that content-related difficulties were the most noticeable, although they remained relatively low. The most prominent difficulty was recalling historical dates, with a weighted mean of 2.38, followed by difficulty in identifying provinces and regions on maps (2.12) and remembering the names and contributions of heroes (2.06). These findings suggest that factual details, particularly dates, names, and geographical information, remain comparatively more demanding for pupils than other areas of the subject.

In contrast, skills-related difficulties were minimal, with an overall mean of 1.26. This suggests that pupils were generally able to explain lessons, interpret maps and other visual materials, compare past and present events, express ideas, analyze historical causes, and respond to higher-order thinking questions. The low difficulty rating is consistent with the very high achievement ratings previously obtained for analysis and evaluation.

Values-related difficulties were also rated least serious, with a mean of 1.69. The most noticeable concerns involved appreciation of love for country and consistency in following school rules, both with a mean of 1.79. Difficulties related to honesty, respect, responsibility, participation, discipline, and initiative were likewise rated low.

The combined findings present an interesting pattern: high achievement coexists with relatively minimal reported learning difficulties. This suggests that the difficulties identified are not widespread or severe enough, based on the teachers' assessments, to substantially interfere with pupils' learning in Araling Panlipunan. Nevertheless, the relatively higher rating for recalling historical dates indicates an area where focused instructional support may still be useful.

Effectiveness of Teachers' Interventions

The interventions employed by teachers were rated very effective, with an overall weighted mean of 4.76. The highest-rated interventions, each with a weighted mean of 4.82, included providing remedial classes for pupils with learning gaps, using formative tests and quizzes to monitor learning progress, giving positive reinforcement and rewards for active participation, and collaborating with parents to support learning at home.

Other highly rated practices included the use of visual aids, differentiated instruction, values integration, simplified lessons, individual guidance, storytelling, games and interactive activities, group activities, and role plays. These interventions reflect a combination of remedial, formative, differentiated, collaborative, and learner-centered approaches.

The results provide a reasonable explanation for the generally low level of reported learning difficulties. Teachers appear to be responding to potential learning barriers through several forms of instructional support rather than relying on a single strategy. However, the data do not establish that these interventions caused the pupils' high achievement. Since the study is descriptive-correlational, the findings support an association in the overall pattern of results but do not demonstrate a causal effect of the interventions.

Relationship Between Achievement and Learning Difficulties

The Pearson product-moment correlation yielded a correlation coefficient of $r = .109$ and a p-value of .540. Because the p-value was greater than the conventional .05 level of significance, the null hypothesis was retained. Thus, there was no statistically significant relationship between pupils' achievement levels and their reported learning difficulties in Araling Panlipunan 4.

The correlation coefficient of .109 also indicates that the relationship was very weak and positive. In practical terms, the data do not provide sufficient evidence that pupils with higher achievement necessarily experienced either greater or fewer learning difficulties. This is an important finding because it shows that achievement and perceived difficulty should not automatically be treated as opposite conditions.

One possible interpretation is that the learning difficulties reported by teachers were generally low, while achievement ratings were consistently very high. With relatively little variation in both measures, a strong statistical relationship would be difficult to establish. The findings therefore suggest that the pupils' reported difficulties were generally manageable within the existing instructional environment.

Overall, the findings portray Grade 4 pupils in Araling Panlipunan as having a very high level of achievement, with an overall mean of 4.59, while their learning difficulties were assessed as least serious, with an overall mean of 1.57. At the same time, teachers rated their interventions as very effective, with a mean of 4.76.

The strongest aspect of achievement was comprehension (4.68), whereas knowledge received the lowest, although still very high, rating (4.51). Content was the area in which pupils experienced the greatest reported difficulty (1.75), particularly in recalling historical dates (2.38). These findings suggest that while pupils generally demonstrate strong understanding and higher-order performance, certain factual details remain comparatively more challenging.

Most importantly, the study found no significant relationship between achievement and learning difficulties ($r = .109$, $p = .540$). This means that the presence of minor learning difficulties did not correspond significantly with differences in the pupils' overall achievement ratings. The findings instead point to a learning environment in which pupils generally perform well despite experiencing some manageable difficulties.

Because the respondents were teachers and the achievement and difficulty measures were based on their assessments, these conclusions should be understood as teacher-reported conditions. The findings provide useful evidence about classroom experiences and instructional practices, but they should not be interpreted as direct evidence of pupils' actual achievement scores or as proof that teachers' interventions caused the observed level of achievement.

CONCLUSION

Based on the findings of the study, the teacher-respondents are generally experienced and professionally competent, with most occupying senior teaching positions and demonstrating strong professional performance. This suggests that the schools have a relatively experienced teaching workforce capable of providing appropriate support to Grade 4 pupils. Nevertheless, continuous professional development should be sustained, particularly in differentiated instruction, storytelling, creative activities, and the use of localized instructional materials, to further strengthen teachers' capacity to respond to learners' varied needs.

The Grade 4 pupils demonstrate strong achievement across the different cognitive domains of Araling Panlipunan. This indicates that they are not only able to acquire basic knowledge but can also understand, apply, analyze, and evaluate concepts presented in the subject. The implication is that teachers should sustain instructional practices that promote both foundational learning and higher-order thinking. More opportunities for investigative activities, community-based tasks, discussions, and other activities that connect historical and civic concepts to learners' everyday experiences may further develop these competencies.

The learning difficulties encountered by the pupils are generally manageable. However, difficulties related to recalling historical dates and arranging historical events in sequence deserve continued attention. Teachers may address these areas through interactive timelines, storytelling, games, visual materials, and other engaging activities that make historical

information easier to understand and remember. These strategies should be incorporated into regular instruction rather than used only as remedial activities.

The findings also indicate that the instructional interventions employed by teachers are effective in supporting learners. Thus, schools should sustain and further strengthen practices such as remedial instruction, formative assessment, differentiated instruction, positive reinforcement, individualized guidance, and parental involvement. Stronger parent-teacher collaboration may also be encouraged by providing parents with simple learning guides and home activities related to civic values, national symbols, history, and other Araling Panlipunan concepts.

The absence of a significant relationship between achievement and reported learning difficulties suggests that the difficulties experienced by the pupils do not necessarily prevent them from performing well in Araling Panlipunan. This implies that teachers should not view the presence of learning difficulties alone as an indication of poor achievement. Instead, learners' specific needs should be identified and addressed through timely and appropriate instructional support. The focus should be on helping pupils overcome particular difficulties while maintaining the practices that contribute to their overall learning.

On the whole, the findings imply that the continued use of varied, learner-centered, and responsive teaching practices is important in sustaining pupils' achievement in Araling Panlipunan. Schools and teachers should maintain effective interventions, strengthen support in areas where learners experience greater difficulty, promote meaningful parent participation, and provide continuous professional development for teachers. Future researchers may also examine the same concerns among larger groups of learners, other grade levels, or different school contexts to determine whether similar conditions exist and to provide a broader basis for improving the teaching and learning of Araling Panlipunan.

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