

Assessing the Influence of Teaching Strategies and Learning Engagement on the Academic Performance of Grade 11 Students in Social Studies

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ABSTRACT

This study examined the relationships among teaching strategies, learning engagement, and academic performance of Grade 11 students in Social Studies at ACLC College of Mandaue City during the School Year 2025–2026. A quantitative descriptive-correlational research design was employed involving 150 Grade 11 Humanities and Social Sciences (HUMSS) students selected through total enumeration. Data were collected using an expert-validated questionnaire adapted from established instructional and student engagement frameworks, while academic performance was obtained from official school records. Descriptive statistics and Pearson's Product-Moment Correlation Coefficient were used for data analysis. Results indicated that teachers implemented student-

centered, collaborative, and assessment-oriented instructional strategies to a high extent, whereas students demonstrated a moderate level of learning engagement. The respondents achieved a very satisfactory level of academic performance. Significant positive relationships were found between teaching strategies and academic performance and between learning engagement and academic performance. The findings suggest that effective learner-centered instructional practices promote greater student engagement and contribute to improved academic achievement. The study highlights the importance of strengthening interactive teaching approaches to enhance learning outcomes in Social Studies.

Keywords: *teaching strategies; learning engagement; academic performance; Social Studies; descriptive-correlational research*

INTRODUCTION

Education in the twenty-first century emphasizes the development of learners who are not only knowledgeable but also capable of critical thinking, collaboration, creativity, and informed decision-making. As educational systems continue to respond to rapid technological advancement and globalization, instructional practices have shifted from traditional teacher-centered approaches toward learner-centered pedagogies that actively engage students in constructing knowledge through meaningful learning experiences. This paradigm shift has placed greater emphasis on teaching strategies that foster active participation, collaboration, inquiry, and reflection, all of which are recognized as essential for improving students' academic achievement and lifelong learning competencies.

Among the school subjects offered in the senior high school curriculum, Social Studies plays a significant role in developing students' understanding of historical, political, economic, and sociocultural issues while cultivating civic responsibility and democratic values. Unlike subjects that primarily emphasize factual recall, Social Studies requires learners to analyze complex social phenomena, evaluate

multiple perspectives, solve authentic problems, and communicate evidence-based arguments. Consequently, effective instruction in Social Studies extends beyond content delivery and requires pedagogical approaches that actively involve students in the learning process and encourage higher-order thinking.

Research consistently demonstrates that teaching strategies substantially influence students' learning experiences and educational outcomes. Student-centered instruction, collaborative learning, inquiry-based activities, authentic assessment, and the effective integration of instructional resources have been associated with increased motivation, deeper conceptual understanding, and improved academic performance. Recent evidence further indicates that instructional practices directly and indirectly affect academic achievement by strengthening students' behavioral, emotional, and cognitive engagement in learning. Students who perceive classroom instruction as interactive, meaningful, and relevant are more likely to participate actively, persist in challenging tasks, and demonstrate stronger academic performance than those exposed to predominantly passive learning environments.

Learning engagement has likewise become a central construct in contemporary educational research because of its strong association with student achievement and school success. Fredricks, Blumenfeld, and Paris (2004) conceptualized engagement as a multidimensional construct consisting of behavioral, emotional, and cognitive dimensions, all of which contribute to meaningful learning. Behavioral engagement refers to students' active participation in classroom activities, emotional engagement reflects students' interest and positive attitudes toward learning, while cognitive engagement pertains to learners' investment in understanding complex concepts and applying higher-order thinking skills. Numerous empirical investigations have confirmed that highly engaged students consistently demonstrate greater motivation, stronger academic persistence, improved classroom participation, and superior educational outcomes.

Recent international studies further reinforce the importance of effective instructional practices in enhancing student engagement and academic performance. Zhang et al. (2024) reported that teaching strategies significantly improve students' emotional and cognitive engagement, which subsequently contributes to better academic achievement. Likewise, Hattie (2009) identified teacher effectiveness and instructional quality among the strongest school-related influences on student learning, while Johnson and Johnson (2009) emphasized that collaborative learning environments improve both academic achievement and interpersonal competence. Collectively, these studies suggest that instructional strategies are most effective when they actively involve learners in meaningful classroom experiences rather than positioning them as passive recipients of information.

Within the Philippine educational context, the implementation of the K–12 curriculum through Republic Act No. 10533 promotes learner-centered, inclusive, and competency-based instruction designed to develop critical thinking, collaboration, communication, and lifelong learning skills. Consistent with these educational reforms, the Department of Education encourages instructional practices that engage learners in authentic classroom experiences and cultivate higher-order thinking competencies. Nevertheless, despite these policy initiatives, instructional challenges continue to exist in many Social Studies classrooms, where lecture-based instruction, limited classroom interaction, and insufficient utilization of diverse instructional resources may constrain students' active participation and meaningful engagement in learning.

At ACLC College of Mandaue City, preliminary classroom observations indicate that although teachers employ various instructional strategies, differences remain in students' levels of classroom participation, critical thinking, completion of learning tasks, and sustained interest in Social Studies. While some learners actively contribute to discussions and collaborative activities, others demonstrate limited participation and reduced engagement during classroom instruction. Furthermore, the utilization of multimedia resources, collaborative learning activities, and formative assessment practices varies across instructional settings. These classroom conditions underscore the need to examine how teaching strategies

influence students' learning engagement and academic performance within the context of senior high school Social Studies education.

Although previous studies have established significant relationships among teaching strategies, student engagement, and academic achievement, relatively few investigations have simultaneously examined these variables among Grade 11 Humanities and Social Sciences (HUMSS) students enrolled in Social Studies within private educational institutions in the Philippines. Existing literature has largely focused on either instructional practices or student engagement independently, leaving limited empirical evidence regarding their combined influence on students' academic performance in this educational context. Addressing this gap is important because context-specific evidence may provide educators and school leaders with practical information for designing instructional interventions that improve classroom engagement and learning outcomes.

Grounded in Constructivist Learning Theory, Student Engagement Theory, and Self-Determination Theory, this study examined the influence of teaching strategies and learning engagement on the academic performance of Grade 11 HUMSS students in Social Studies at ACLC College of Mandaue City during the School Year 2025–2026. Specifically, the study assessed the level of teaching strategies employed by teachers, determined students' level of learning engagement, examined the relationships between teaching strategies, learning engagement, and academic performance, and developed an evidence-based instructional plan grounded on the study findings. The results are expected to contribute to educational research by providing empirical evidence that may assist teachers, school administrators, curriculum developers, and policymakers in strengthening instructional practices that promote meaningful learning engagement and improved academic achievement in Social Studies.

METHODS

Research Design

This study employed a quantitative research approach using a descriptive-correlational research design to examine the relationship between teaching strategies, learning engagement, and academic performance among Grade 11 students in Social Studies. The descriptive component was used to determine the extent of teaching strategies employed by teachers and the level of students' learning engagement, while the correlational component examined the relationships among the study variables without manipulating the existing classroom conditions. This design was appropriate because it enabled the researcher to describe current instructional practices and determine whether significant relationships existed among teaching strategies, learning engagement, and academic performance.

Sampling Technique

The study employed total population sampling, a non-probability sampling technique in which all eligible Grade 11 Humanities and Social Sciences (HUMSS) students enrolled at ACLC College of Mandaue City during the School Year 2025–2026 were included as respondents. This technique was appropriate because the target population consisted of only 150 students distributed equally across six HUMSS sections, making it feasible to include the entire population in the study. Using total population sampling minimized sampling bias and ensured that the findings accurately represented the characteristics of the entire Grade 11 HUMSS student population.

Table 1. *Distribution of the Respondents*

Section	Number of Respondents	Percentage
HUMSS – A	25	16.67
HUMSS – B	25	16.67
HUMSS – C	25	16.67
HUMSS – D	25	16.67
HUMSS – E	25	16.67

HUMSS – F	25	16.67
TOTAL	150	100.00

Research Instrument

Data were collected using a structured questionnaire adapted from established educational frameworks and previous studies. The instrument consisted of three sections. The first section obtained the respondents' demographic information, specifically age and gender. The second section measured teachers' instructional strategies in four dimensions: student-centered learning, use of instructional materials and resources, collaborative and interactive learning activities, and assessment and feedback strategies. The third section assessed students' learning engagement in terms of participation in class discussions, critical thinking and analysis of social issues, completion of learning tasks and activities, and interest in Social Studies topics.

The questionnaire was adapted primarily from the instructional strategies framework of Marzano (2017) and the Student Engagement Theory of Fredricks, Blumenfeld, and Paris (2004). Prior to data collection, the instrument underwent expert validation to establish content validity. Revisions were incorporated based on the recommendations of the research adviser and subject-matter experts to ensure clarity, relevance, and alignment with the objectives of the study. Responses were measured using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), thereby eliminating a neutral response and encouraging respondents to express a definite perception regarding each statement. Academic performance data were obtained from the respondents' official final grades in Social Studies with permission from the school administration.

Data Collection Procedure

Following the approval of the research proposal, the researcher secured permission from the administration of ACLC College of Mandaue City to conduct the study. The objectives and procedures of the research were explained to the participants before the administration of the questionnaire. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection.

The validated questionnaires were personally administered by the researcher during scheduled class sessions. Completed questionnaires were immediately collected, checked for completeness, coded, and encoded for statistical analysis. Academic performance data were subsequently obtained from the school's authorized academic records with institutional approval and in accordance with applicable data privacy requirements.

Data Analysis

The collected data were analyzed using descriptive and inferential statistics. Frequency counts and percentages were used to describe the respondents' demographic profile. Weighted mean and standard deviation were computed to determine the level of teaching strategies and students' learning engagement across the identified dimensions. Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed to determine the significance and direction of the relationships between teaching strategies and academic performance, as well as between learning engagement and academic performance. All statistical analyses were performed using a significance level of 0.05.

Ethical Considerations

The study adhered to established ethical principles governing educational research. Approval to conduct the study was obtained from the administration of ACLC College of Mandaue City before data collection commenced. Participation in the study was entirely voluntary, and respondents were informed of the objectives, procedures, potential benefits, and their right to withdraw from the study at any stage without penalty. Written informed consent was obtained from all participants prior to their involvement.

To ensure confidentiality and anonymity, no personally identifiable information was collected in the survey instrument. The respondents' academic records were accessed only with institutional authorization and were used exclusively for research purposes. All collected data were treated with strict confidentiality, securely stored, and reported only in aggregated form to protect participants' identities. The study complied with the ethical standards for research involving human participants and observed the provisions of the Philippine Data Privacy Act of 2012 (Republic Act No. 10173) throughout the conduct of the research.

RESULTS AND DISCUSSION

Table 2. *Age of the Respondents*

Age (Years)	Frequency	Percentage (%)
16	42	28.00
17	79	52.67
18	24	16.00
19	5	3.33
Total	150	100.00

Most respondents were 17 years old, followed by those aged 16 and 18 years. Only a few respondents were 19 years old, indicating that the participants were within the expected age range of Grade 11 learners.

The respondents' age profile reflects the typical developmental stage of senior high school students, who are expected to demonstrate increasing critical thinking and active participation in classroom learning. Recent studies have shown that learner-centered instruction is more effective when aligned with adolescents' cognitive and social development. Thus, Social Studies teachers should continue implementing age-appropriate instructional strategies that promote inquiry, collaboration, and meaningful learning experiences.

Table 3. *Gender of the Respondents*

Gender	Frequency	Percentage (%)
Male	47	31.33
Female	103	68.67
Total	150	100.00

Female respondents comprised the majority of the study participants, while male respondents represented approximately one-third of the population.

The gender distribution reflects the enrollment pattern of the HUMSS strand in the participating institution. Recent studies indicate that instructional quality and student engagement have a greater influence on academic performance than gender alone. Therefore, teachers should maintain inclusive instructional practices that encourage equal participation and learning opportunities for all students.

Table 4. *Level of Teaching Strategies Used in Social Studies in Terms of Student-Centered Learning*

Construct	Weighted Mean	Standard Deviation	Interpretation
Student-Centered Learning	3.51	0.63	Very Good

The respondents rated student-centered learning as Very Good, indicating that learner-centered instructional practices were consistently implemented during Social Studies classes.

The finding suggests that teachers effectively promoted active participation, collaboration, and independent learning. This result is consistent with recent studies reporting that learner-centered approaches

improve engagement, critical thinking, and academic achievement. Sustaining these instructional practices through continuous professional development may further enhance students' learning experiences and classroom participation.

Table 5. *Level of Teaching Strategies Used in Social Studies in Terms of Use of Instructional Materials and Resources*

Indicator	WM	SD	Interpretation
The teacher uses visual aids such as presentations, charts, or videos during the lesson.	3.49	0.66	Very Good
The instructional materials used help me understand Social Studies concepts better.	3.28	0.64	Good
The teacher uses various learning resources such as books, articles, and digital materials.	3.12	0.71	Good
The instructional materials make the lesson more interesting and engaging.	3.37	0.65	Good
Aggregate Mean	3.32	0.67	Good

The overall rating for the use of instructional materials and resources was **Good**. The use of visual aids received the highest rating, while the use of varied learning resources received comparatively lower ratings.

The findings indicate that teachers regularly integrated instructional materials into Social Studies instruction; however, greater use of diverse and technology-supported resources may further enrich students' learning experiences. This finding supports recent research showing that varied instructional materials enhance engagement, conceptual understanding, and academic performance. Schools should continue providing teachers with access to quality instructional resources and training on their effective integration into classroom instruction.

Table 6. *Level of Teaching Strategies Used in Social Studies in Terms of Collaborative and Interactive Learning Activities*

S/ N	Indicators	WM	SD	Interpretation
1	The teacher organizes group activities related to Social Studies topics.	3.52	0.67	Very Good
2	Students are encouraged to work together to solve problems or analyze social issues.	3.43	0.66	Very Good
3	Classroom activities involve interaction between students and the teacher.	3.39	0.69	Good
4	Group discussions and activities help me understand the lesson better.	3.33	0.77	Good
	Aggregate Mean	3.42		Very Good
	Aggregate Standard Deviation		0.70	

The respondents evaluated collaborative and interactive learning activities as Very Good, indicating that collaborative instructional practices were regularly implemented during Social Studies instruction. Group activities and collaborative problem-solving received the most favorable evaluations.

The findings indicate that teachers effectively incorporated collaborative learning strategies that encouraged students to work together, exchange ideas, and analyze social issues. Such instructional practices are consistent with learner-centered pedagogy, which emphasizes interaction and shared knowledge construction. Recent international studies have shown that collaborative learning enhances students' engagement, communication skills, and critical thinking, while Philippine research likewise reports that cooperative classroom activities improve participation and academic performance in Social Studies. The findings suggest that teachers should continue integrating collaborative learning experiences while strengthening meaningful teacher–student interaction to further improve classroom engagement.

Table 7. *Level of Teaching Strategies Used in Social Studies in Terms of Assessment and Feedback Strategies*

S/N	Indicators	WM	SD	Interpretation
1	The teacher provides clear instructions for quizzes, projects, and assignments.	3.57	0.64	Very Good
2	The teacher gives timely feedback on my performance in activities and assessments.	3.33	0.67	Good
3	The feedback provided by the teacher helps me improve my understanding of the lesson.	3.38	0.74	Good
4	The teacher uses different forms of assessment such as quizzes, reports, and presentations.	3.53	0.65	Very Good
	Aggregate Mean	3.45		Very Good
	Aggregate Standard Deviation		0.68	

Assessment and feedback strategies were rated Very Good, indicating that teachers consistently implemented appropriate assessment practices in Social Studies. Clear assessment instructions and the use of varied assessment methods obtained the highest evaluations.

The results suggest that teachers employed assessment strategies that supported students' learning and monitored their academic progress. Clear assessment procedures and varied evaluation methods contribute to a more transparent and supportive learning environment. However, the relatively lower ratings for feedback practices indicate opportunities to strengthen timely and constructive feedback that guides students' improvement. Recent educational research emphasizes that effective formative assessment and high-quality feedback significantly enhance student engagement, self-regulated learning, and academic achievement. Philippine studies similarly recommend strengthening feedback mechanisms to improve learners' understanding and performance. Schools may therefore continue supporting teachers in implementing assessment practices that provide timely, specific, and actionable feedback.

Table 8. *Summary of the Level of Teaching Strategies Used in Social Studies*

Components	WM	SD	Interpretation
Student-centered learning	3.51	0.63	Very Good
Use of instructional materials and resources	3.32	0.67	Good
Collaborative and interactive learning activities	3.42	0.70	Very Good
Assessment and feedback strategies	3.45	0.68	Very Good
Grand Mean	3.43		Very Good
Grand Standard Deviation		0.67	

Overall, the teaching strategies employed in Social Studies were rated **Very Good**. Student-centered learning obtained the highest evaluation, followed by assessment and feedback strategies and collaborative learning, while the use of instructional materials and resources received the lowest rating among the four instructional dimensions.

The overall findings demonstrate that teachers consistently implemented effective instructional strategies in Social Studies, particularly those that promote active learning, collaboration, and appropriate assessment practices. The comparatively lower evaluation of instructional materials and resources suggests that greater integration of diverse and technology-enhanced learning resources could further strengthen classroom instruction. These findings are consistent with recent international and Philippine studies showing that effective teaching combines learner-centered instruction, collaborative learning, formative assessment, and the strategic use of instructional resources to improve engagement and academic performance. Collectively, the results highlight the importance of sustained professional development, improved access to educational technologies, and continuous instructional innovation to enhance the quality of Social Studies teaching and learning.

Table 9. *Level of the Respondents' Learning Engagement in Social Studies in Terms of Participation in Class Discussions*

S/N	Indicators	WM	SD	Interpretation
1	I actively participate in class discussions in Social Studies.	3.02	0.70	Moderate
2	I ask questions when I do not understand the lesson.	2.92	0.85	Moderate
3	I share my ideas and opinions during classroom discussions.	2.92	0.77	Moderate
4	I feel comfortable expressing my thoughts in Social Studies class.	2.90	0.84	Moderate
	Aggregate Mean	2.94		Moderate
	Aggregate Standard Deviation		0.79	

The respondents demonstrated a moderate level of participation in class discussions, indicating that students participated in classroom interactions but with room for greater engagement.

The findings suggest that while students were willing to participate in classroom discussions, they were less confident in asking questions and expressing their ideas consistently. Active classroom participation is essential in Social Studies because it develops communication skills, critical thinking, and civic awareness. Recent international studies have shown that classroom environments that promote open dialogue and collaborative learning significantly improve student engagement and academic performance. Similarly, Philippine studies emphasize that supportive and inclusive classroom climates encourage learners to participate more confidently in discussions. Teachers may further strengthen participation by integrating structured discussions, cooperative learning, and inquiry-based activities that provide equal opportunities for every student to contribute.

Table 10. *Level of the Respondents' Learning Engagement in Social Studies in Terms of Critical Thinking and Analysis of Social Issues*

S/N	Indicators	WM	SD	Interpretation
1	I analyze social issues discussed in class carefully.	3.27	0.56	Moderate
2	I try to relate Social Studies topics to real-life situations.	3.28	0.61	Moderate
3	I evaluate different perspectives when discussing social issues.	3.16	0.65	Moderate
4	I think critically about the causes and effects of social problems.	3.27	0.68	Moderate
	Aggregate Mean	3.24		Moderate
	Aggregate Standard Deviation		0.63	

The respondents exhibited a moderate level of critical thinking and analysis of social issues, indicating that they generally applied analytical skills when learning Social Studies concepts.

The results indicate that students were able to relate classroom concepts to real-life situations and analyze social issues, although higher levels of critical engagement remain attainable. Critical thinking is a fundamental competency in Social Studies because it enables learners to evaluate evidence, examine multiple perspectives, and make informed decisions. Recent international literature highlights inquiry-based and problem-based learning as effective approaches for strengthening analytical thinking, while Philippine research reports that authentic classroom activities and issue-based discussions promote deeper understanding of societal concerns. Teachers should therefore continue integrating real-world issues, case analyses, and reflective learning tasks to strengthen students' critical thinking skills.

Table 11. *Level of the Respondents' Learning Engagement in Social Studies in Terms of Completion of Learning Tasks and Activities*

S/N	Indicators	WM	SD	Interpretation
1	I complete my assignments and tasks in Social Studies on time.	3.20	0.70	Moderate
2	I actively participate in group activities and projects.	3.35	0.70	Moderate
3	I put effort into completing Social Studies requirements.	3.34	0.63	Moderate
4	I review the lesson or study before quizzes or examinations.	3.11	0.70	Moderate
	Aggregate Mean	3.25		Moderate

Aggregate Standard Deviation		0.68	
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The respondents demonstrated a moderate level of engagement in completing learning tasks and classroom activities, indicating satisfactory participation in academic responsibilities.

The findings suggest that students generally fulfilled their learning responsibilities but may benefit from greater consistency in independent study habits and task completion. Previous studies have demonstrated that students who regularly complete learning tasks and participate actively in classroom activities tend to achieve better academic outcomes. Philippine educational research likewise highlights the importance of formative assessment, timely feedback, and collaborative learning in promoting responsibility and sustained engagement. Teachers may further improve students' task completion by providing structured learning activities, continuous monitoring, and constructive feedback that encourage accountability and self-regulated learning.

Table 12. *Level of the Respondents' Learning Engagement in Social Studies in Terms of Interest in Social Studies Topics*

S/N	Indicators	WM	SD	Interpretation
1	I find Social Studies topics interesting and meaningful.	3.31	0.69	Moderate
2	I enjoy learning about social, political, and cultural issues.	3.27	0.77	Moderate
3	I am motivated to learn more about Social Studies topics beyond the classroom.	3.35	0.64	Moderate
4	Social Studies lessons help me understand society better.	3.43	0.73	High
	Aggregate Mean	3.34		Moderate
	Aggregate Standard Deviation		0.71	

The respondents reported a moderate level of interest in Social Studies topics. Among the indicators, understanding society through Social Studies received the highest evaluation.

The findings indicate that students generally appreciated the relevance of Social Studies in understanding contemporary society, although their motivation to explore topics beyond classroom requirements remained moderate. Recent international studies have shown that contextualized instruction and real-world applications increase students' interest and intrinsic motivation. Philippine research similarly demonstrates that integrating current events, community issues, and experiential learning enhances students' appreciation of Social Studies. These findings suggest that teachers should continue contextualizing lessons through authentic examples, project-based learning, and community-oriented activities to sustain learners' interest.

Table 13. *Summary of the Respondents' Learning Engagement in Social Studies*

Components	WM	SD	Interpretation
Participation in class discussions	2.94	0.79	Moderate
Critical thinking and analysis of social issues	3.24	0.63	Moderate
Completion of learning tasks and activities	3.25	0.68	Moderate
Interest in Social Studies topics	3.34	0.71	Moderate
Grand Mean	3.19		Moderate
Grand Standard Deviation		0.70	

Overall, the respondents demonstrated a moderate level of learning engagement in Social Studies. Interest in Social Studies topics received the highest evaluation, while participation in class discussions obtained the lowest rating.

The overall findings indicate that students were reasonably engaged in Social Studies but that opportunities remain to strengthen classroom participation, critical thinking, and independent learning. The comparatively higher interest in Social Studies suggests that learners recognize the subject's relevance,

while the lower level of classroom participation highlights the need for more interactive learning environments. These findings are consistent with recent international and Philippine studies showing that student engagement improves when teachers employ learner-centered instruction, collaborative learning, authentic assessment, and meaningful classroom interaction. Schools should continue supporting instructional practices that encourage active participation, inquiry-based learning, and reflective thinking to foster higher levels of engagement and ultimately improve students' academic performance in Social Studies.

Table 14. *Level of Academic Performance of the Respondents in Social Studies*

Level	Numerical Range	f	%
Outstanding	90–100	69	46.00
Very Satisfactory	85–89	49	32.67
Satisfactory	80–84	23	15.33
Fairly Satisfactory	75–79	9	6.00
Did Not Meet Expectations	Below 75	0	0.00
Total		150	100.00
Mean		88.00	
Standard Deviation		5.11	

The respondents demonstrated a Very Satisfactory level of academic performance in Social Studies, with nearly half attaining an Outstanding rating. No student obtained a grade below the minimum passing standard, indicating generally high academic achievement among the participants.

The findings suggest that the respondents possessed satisfactory mastery of the learning competencies in Social Studies. Their favorable academic performance may be attributed to the consistent implementation of effective instructional strategies and their moderate level of learning engagement. Recent international studies have shown that well-designed instructional practices and active student participation contribute significantly to improved academic achievement. Likewise, Philippine studies have reported that learner-centered instruction, meaningful assessment, and collaborative classroom activities enhance students' learning outcomes. The results indicate that maintaining effective classroom instruction while strengthening student engagement may further improve academic performance in Social Studies.

Table 15. *Relationship Between Teaching Strategies and Academic Performance*

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Teaching Strategies and Academic Performance	0.333*	Weak Positive	0.000	Reject Ho	Significant

Significant at $p < .05$ (two-tailed).

Pearson correlation analysis revealed a statistically significant weak positive relationship between teaching strategies and students' academic performance. The null hypothesis was rejected.

The significant relationship indicates that effective teaching strategies are associated with improved academic performance among Grade 11 HUMSS students. Although the strength of the relationship was weak, the findings suggest that instructional practices remain an important factor influencing students' achievement. Academic performance is shaped by multiple factors, including learner characteristics, motivation, prior knowledge, and the classroom environment, which may explain the modest correlation observed.

The result is consistent with recent international research demonstrating that learner-centered instruction, collaborative learning, and formative assessment positively influence students' academic outcomes. Philippine studies likewise report that effective instructional planning and classroom management enhance students' engagement and achievement in Social Studies. The findings underscore the

importance of continuously improving instructional practices through evidence-based teaching strategies and professional development.

Table 16. *Relationship Between Learning Engagement and Academic Performance*

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Learning Engagement and Academic Performance	0.403*	Weak Positive	0.000	Reject Ho	Significant

Significant at $p < .05$ (two-tailed).

A statistically significant weak positive relationship was found between students' learning engagement and academic performance. The null hypothesis was therefore rejected.

The findings indicate that students who demonstrate higher levels of engagement tend to achieve better academic performance in Social Studies. Although the correlation was weak, learning engagement emerged as a meaningful contributor to students' academic success. This finding supports the view that active participation, critical thinking, completion of learning tasks, and sustained interest in classroom activities facilitate meaningful learning and improved achievement.

The result agrees with recent international studies identifying student engagement as a strong predictor of academic success across different educational settings. Philippine research has likewise shown that students who actively participate in classroom discussions, collaborate with peers, and engage in reflective learning demonstrate higher academic achievement. These findings highlight the importance of creating classroom environments that foster active participation, learner autonomy, and meaningful interaction.

Overall Discussion

The findings demonstrate that teachers consistently implemented very good teaching strategies, particularly in student-centered learning, collaborative activities, and assessment practices, while the use of instructional materials was rated good. Students, in turn, demonstrated a moderate level of learning engagement, with relatively stronger interest in Social Studies than classroom participation. Despite this moderate level of engagement, the respondents achieved a very satisfactory level of academic performance.

Correlation analyses further confirmed that both teaching strategies and learning engagement were significantly associated with academic performance. These findings suggest that effective instruction and active learner engagement complement one another in promoting academic success. However, the weak correlation coefficients also indicate that academic performance is influenced by additional factors beyond classroom instruction and engagement, including learner motivation, family support, learning resources, and individual differences. Overall, the findings support contemporary educational theories that emphasize the combined role of effective teaching and active student engagement in improving learning outcomes.

Educational Implications

The findings provide several implications for educational practice. First, Social Studies teachers should continue implementing learner-centered instructional approaches that encourage collaboration, inquiry, and reflective learning while expanding the integration of diverse instructional materials and digital resources. Second, classroom activities should be designed to increase students' participation, critical thinking, and independent learning through authentic tasks and meaningful discussions. Third, school administrators should strengthen professional development programs that promote innovative instructional strategies, effective assessment practices, and technology-enhanced teaching. Finally, future researchers may examine additional variables influencing academic performance, such as learning motivation, self-efficacy, digital literacy, parental support, and classroom climate, to provide a more comprehensive understanding of students' academic success.

CONCLUSION

This study examined the relationship between teaching strategies, learning engagement, and academic performance among Grade 11 Humanities and Social Sciences (HUMSS) students in Social Studies at ACLC College of Mandaue City during the School Year 2025–2026. The findings indicate that effective teaching strategies and students' learning engagement are significantly associated with academic performance, supporting the view that instructional quality and active learner participation contribute to improved educational outcomes.

The study achieved its research objectives by describing the level of teaching strategies, determining the extent of students' learning engagement and academic performance, and establishing the significant relationships among these variables. The results reinforce the importance of learner-centered instruction, collaborative learning experiences, and meaningful assessment practices in promoting students' academic success in Social Studies.

This research contributes to the growing body of educational literature by providing empirical evidence on the interplay of teaching strategies, learning engagement, and academic performance among Senior High School students in the Philippine context. It also offers baseline information that may guide future studies examining instructional effectiveness and student learning outcomes in Social Studies and related disciplines.

The findings have practical implications for teachers, school administrators, and curriculum planners. Strengthening learner-centered instructional practices, expanding the use of diverse instructional resources, and implementing strategies that foster active student engagement may further enhance academic achievement. These findings may also serve as a basis for designing professional development programs and instructional improvement initiatives aimed at promoting more effective and engaging Social Studies instruction.

Recommendations

The findings of this study support the continued implementation of learner-centered instructional practices that promote active participation, collaboration, critical thinking, and meaningful engagement in Social Studies. Teachers are encouraged to integrate diverse instructional resources and technology-enhanced learning strategies to create more engaging and effective classroom experiences.

School administrators and education leaders should strengthen institutional support through sustained professional development, adequate instructional resources, and policies that encourage innovative and evidence-based teaching practices. Such initiatives may enhance instructional quality and contribute to improved student engagement and academic achievement.

Future research should replicate this study in different educational contexts using larger and more diverse samples to improve the generalizability of the findings. Further investigations may also explore additional learner-, teacher-, and school-related variables, such as motivation, self-efficacy, digital literacy, classroom climate, parental involvement, and socioeconomic factors, to provide a more comprehensive understanding of the factors influencing academic performance in Social Studies.

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