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Article

Teaching Strategies among Teachers of Social Studies: A Basis for an Enhanced Program

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Abstract: This study aimed to determine the teaching strategies implemented by Grade 10 social studies teachers in public junior high schools in Cabuyao City, Laguna, with the primary goal to evaluate the effectiveness of these materials and create a program for enhancement in social studies education. Social Studies is a key subject in bringing up competent, active, informed citizens, through which students can examine historical, social, and political issues. This research focuses on the impact of using different teaching strategies on student engagement and learning outcomes regarding issues like the accessibility of teaching materials, teacher training, and institutional support. The research was conducted as a quantitative survey, and structured questionnaires were utilized to gather data from 47 Grade 10 social studies teachers. The respondents of the questionnaires were asked to provide information about their teaching strategies, available resources, and the support they get from their institutions. The findings show that most teachers apply interactive lectures, multimedia resources, and inquiry-based learning strategies when they want to engage students. A robust positive correlation was found between teachers' factors and their teaching strategies. The study argues the need for a skills promotion program., irrespective of the mix of the various teaching strategies in the classroom, the teacher's professional development, the optimal use of resources, and collaborative in-class learning activities. The study also recommends that administrators consider the continuous training of teachers and ensure that the resources for teaching are available and that policies that support the practice of innovative teaching are implemented. This survey is designed to pave the way for improving Social Studies Education in Cabuyao City and other similar areas.

Keywords: Teaching Strategies, Social Studies, Teacher Factors, Educational Development, Cabuyao City

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1. Introduction

Education in Social Studies has the important function of developing informed, responsible, and active citizens. Self-correcting enlightenment provides the students with knowledge and specification skills to analyze historical, social, and political issues affecting society. In the twenty-first century, Social Studies assists students in comprehending an unstable world, encouraging them to contribute to society as responsible citizens and expanding their awareness of contemporary societal problems.

This paper investigated the different teaching styles used by social studies teachers in the public junior high schools of Cabuyao City, Laguna. However, measuring the impact of these strategies also reveals a high level of variability. Such differences in instructional methods may be due to factors such as the nature of teaching and learning materials, teachers' training, and institutional policies. Some teachers teaching in condition schools with inadequacies might find themselves providing poor quality instruction and student

learning flows, while other teachers teaching in Schools with access to better instructional aids and constant professional development improve instruction.

The pressures of continuous evaluation and updating of the teaching techniques get even more important when new developments in teaching practices and learning technologies evolve the context of learning. As a result, the teacher has to find ways of catering to the current challenges and the learning needs of his/her learners. Teaching techniques matter, especially in Social Studies lessons, because people must know the past and present to function in the world. The present research aims to assess how Social Studies teachers in the junior high schools of Cabuyao City, Laguna, teach Social Studies and the effectiveness of such teaching methods. Using Karl Marx's research method, Observe, Abstract, Examine, Repeat, emphasizing purpose and benefits, the study seeks to develop an appropriate enhancement program that will be of specific benefit to Social Studies teachers. The purpose is to enhance the teaching and learning process, foster students' interest, and achieve the practice of best instruction in Social Studies throughout the city. Teachers, school administrators, and policymakers should find this helpful research since it discusses the state of Social Studies education and ways to enhance it. This research aims to improve the quality of teacher practice in Kenyan public junior high schools by advocating for better teaching practices.

Research Question

1. What is the level of integration of the following teaching strategies among Social Studies teachers in terms of:

1.1 Interactive Lectures

1.2 Use of Multimedia Resources

1.3 Inquiry-Based Learning

1.4 Scaffolded Instruction

1.5. Use of Primary Sources

1.6. Microlearning

1.7. Translanguaging

1.8. Visual Thinking Strategies

2. What are the factors that affect the teachers teaching strategies?

2.1. Teachers' Beliefs

2.2 Professional Development Participation

2.3. Reflective Practice

2.4 Pedagogical Leadership

3. Is there a significant difference in teachers' teaching strategies when grouped according to their demographic variables?

4. Is there a significant difference in teachers' teaching strategies when grouped according to teachers' factors?

5. Based on the results, what project or proposal can be proposed?

2. Materials and Methods

Research Design

This research adopts a quantitative survey approach to collect data on the teaching strategies employed by Grade 10 Social Studies teachers in selected public junior high schools in Cabuyao City, Laguna. According to Creswell (2020), this research type is appropriate when examining the relationships between variables. It offers a systematic framework for analyzing patterns and connections between different factors. As it involves quantitative data, the approach enables statistical analysis, providing insights into the

correlation between key factors such as teaching strategies, resources, institutional support, and student outcomes.

Research Locale

This study will be carried out in Cabuyao City in the province of Laguna in the Philippines. Cabuyao City is rapidly becoming a populous city with different schools at the junior high level as a part of the Department of Education. These schools are endowed with a diversified student population and offer an environment for observing teaching strategies in Social Studies. The public junior high schools were selected randomly from different areas of Cabuyao City, and each had its difficulties and prospects. These schools differ in terms of their resources, teacher training programs, and institutional support and, therefore, represent a site where the differences in teaching approaches can be effectively discerned. To this end, the study will investigate how the local policies affecting education and resources and support provided at the site level affect the implementation of Social Studies and variations within the students' learning engagement.

Study participants will be selected from various representative locations within Cabuyao City, including different barangays. In order to increase the generalizability of the study, participants will be selected from various public junior high schools. Research on Cabuyao is important because of its increasing focus on educational development and its place in the Calabarzon region; despite its small size, it is important because findings here might prove helpful in other cities with similar educational environments. This research site is pertinent because it will give a localized insight into the PD teaching process in PURLs in public junior high schools while garnering implications for Social Studies instruction in other zones of the Philippines.

Participants of the Study

The study's respondents are 47 teachers teaching Grade 10 Social Studies in public junior high schools in Cabuyao City, Laguna. The study will mainly target Social Studies teachers teaching Grade 10 classes. This grade level is important as it brings topics fundamental to history, economics, and geography/ civics, which enable the formation of society and shape their thinking ability.

In order to capture the teaching strategies being used in these schools to the maximum, a purposive sampling approach will be used. This approach ensures that only teachers teaching Grade 10 Social Studies are chosen as respondents. The target population involves both novice and experienced teachers, which allows the study to cover a wide range of perspectives regarding the efficacy of the present teaching techniques and the difficulties involved in the process.

As a quantitative study, the data will be collected through structured questionnaires for the respondents. From the above sample, the questions in the questionnaire will relate to the teaching methods they use, the availability of resources to them, the kind of support they receive from the institution, and their impressions of students' learning attitudes and performance.

The demographic profiles of the respondents are also taken into consideration in this study, including the following variables:

a. Age;
b. Gender;
c. Highest Education Attainment;
d. Teaching Experience;
e. Number of Training/ Professional development Experience/ Attended; and
f. Access to teaching resources

Sampling Design

The sampling design used is purposive or judgmental, a non-probability sampling method. This research used purposive sampling, and participants were selected based on the research objectives. The target respondents for this research are the Social Studies teachers handling Grade 10 students in some selected public junior high schools. In purposive sampling, participants are selected based on specific characteristics aligned with the research objectives. For this study, the target respondents are Social Studies teachers who teach Grade 10 students in selected public junior high schools. Such a selection ensures that only teachers teaching Grade 10 Social Studies are included, which is in tandem with the research aim of assessing their teaching approaches.

The arguments for using purposive sampling stem from the fact that this study aims to identify detailed and relevant information from a specific stratum of educators whose information helps establish the use or otherwise of specific techniques in teaching social studies. This way, the study guarantees that the information collected is relevant to the current teaching practices and issues teachers face in this area of specialization.

In order to identify the total number of populations, the total population of the social studies teachers in grade 10 in the various junior high schools in Cabuyao City will be established. Slovin's formula will be used to determine the sample size since it is widely used to determine the correct size of the sample strength, including the margin of error. In this research, the margin of error is defined at 5% to achieve a good accuracy-to-reality ratio in the survey process.

Where:

- n is the required sample size,
- N is the total population of Social Studies teachers,
- e is the margin of error (0.05 or 5%).

Such a margin of error of 5% was deemed appropriate because it gives a relatively high confidence level (95% confidence level in the sample mean), and the sample data collected can be obtained feasibly. This margin takes into consideration the amount of accuracy the researcher wants in his/her estimate while at the same time considering the practicality of carrying out research with a large number of people. After the sample size is fixed, questionnaires will be administered to the selected Social Studies teachers.

Instrumentation

As a result of the chosen quantitative research approach of the study, the structured questionnaire is used to collect standardized data from the selected Social Studies teachers in some of the public junior high schools in Cabuyao City, Laguna. Questionnaire: This part of the research instrument aims to collect quantitative information on past and present instructional practice, use of instructional resources, institutional support, and learners' engagement.

The questionnaire consists of several sections aimed at addressing the research objectives:

a) **Demographic Profile:** The first part of the questionnaire is aimed at obtaining the demographic characteristics of the respondents, the data on the sex, age, education, the number of years of teaching experience, grade level taught, etc. These details form the backdrop against which any differences in the teaching techniques between various demographic segments can be occasioned.

b) **Teaching Strategies:** In this part, the respondents were asked to indicate how often they used different teaching and learning strategies, their perceived effectiveness, and different forms of collaborative, technological, and experiential learning. To the extent of these strategies, a Likert scale that ranges from 1 (Never) to 5 (Always) is used to rate them.

c) **Availability of Resources:** This part examines the kind and quantity of resources available to teachers regarding learning materials like books, electronic resources, and multimedia gadgets. Participants provide a Likert scale assessment of their satisfaction with the identified resources, implying whether these resources sufficiently enhance their teaching.

d) **Institutional Support:** This section shall compare the extent to which institutions support teachers by what was offered to them regarding professional development, support from the school's administration, and other policies that enhance practice. Likert scale is used to capture responses and measure the teachers' perceived level of support.

e) **Student Engagement:** This section measures the degree to which the teachers feel that their students are engaged in Social Studies classes in terms of participation rate, level of interest, and involvement in class activities. Teachers use a Likert scale to estimate the intensity of interactions provided for a standardized level.

f) **Validation and Reliability:** The validity of the variables of interest will be assessed based on a validation of the developed questionnaire. Expert judges in education and social studies will be used to validate the content of the items to ensure they meet the study's objectives. The details obtained from the validation process will be used to modify and enhance the current questionnaire. In order to assess the internal consistency of the instrument, a pilot test will be conducted on a small number of Grade 10 Social Studies teachers who will not be part of the final study. To answer research questions 1 and 2, the pilot test findings will be assessed for internal reliability using Cronbach's alpha and to examine the responses from the questionnaire by each respondent about their performance evaluation criteria, frequency of course registration, and enrollment into financial accounting courses from the annual survey data, descriptive statistics will be employed. A reliability coefficient of 0.70 or higher will be considered acceptable for the study.

Data Gathering Procedure

The data gathering procedure for this study incorporates a systematic approach to the quantitative research design and taking up survey research. Structured questionnaires are used to gather data to implement this tool; specific questions have been developed and formulated to gather relevant information from selected Grade 10 Social Studies teachers in selected public junior high schools in Cabuyao City, Laguna. The procedure is performed in several important stages to obtain correct and credible data.

a) Preparation Phase

Before the actual data gathering, several preliminary steps were undertaken to ensure the successful administration of the survey:

- **Approval and Permissions:** First, permission to undertake research was obtained from the DepEd, particularly the Cabuyao City Division, where the target respondents are found. This was then succeeded by a written request to the heads of the respective schools for permission to administer the questionnaires to the selected social studies teachers in their respective Grade 10 classes.
- **Validation of the Questionnaire:** In the preparatory stage, content validation was conducted on the identified questionnaire by a panel of experts. This ensured that the instrument fit the study's objectives by throwing more light on the area of focus. After the validation, the researchers improved the developed questionnaire according to the responses given by the experts.
- **Pilot Testing:** A pilot test was done on a small group of Grade 10 Social Studies teachers who were outside the actual sample of subjects. This pilot test confirmed that the questions were clear enough, whether the given response options were sufficient,

and how much time was needed to complete the survey. The outcome generated from the pilot test was to enhance the instrument's credibility and utility.

b) Distribution and Retrieval of Questionnaires

The next step in the data-gathering procedure was the actual distribution of the questionnaires:

- **Sampling and Respondent Identification:** In light of the study's sampling design, only Grade 10 Social Studies teachers were considered as the target respondents of the study in selected public junior high schools in Cabuyao City. In another case, stratified random sampling was used so that the sample would be comprised of different school demographics.
- **Questionnaire Administration:** The finalized and validated questionnaires were administered to the identified teachers by physically administering the set questionnaires to the respective schools. Personal administration could not be done via email or online, so links to the filled questionnaires were forwarded to all the potential respondents so that all had access to the instrument. The purpose of the study and how to fill out the survey were explained to each teacher in a brief orientation.
- **Timeframe for Completion:** The respondents were allowed one week to complete the questionnaire more comfortably. This allowed them to consider strategies they employ to teach and support the institution offers them and the issues they encounter to give reflective responses.3. Collection and Retrieval of Data.
- **Retrieval of Questionnaires:** Paper-based survey questionnaires were retrieved from the schools. In contrast, the electronic-based questionnaires were retrieved from the online structured platform. For those who completed the survey online, emails were sent to every respondent who had not completed all the questions within the stipulated period.
- **Verification and Checking:** All the questionnaires were screened for accuracy and omission during their retrieval from the respondents. Amicus questionnaires, which were incomplete or filled out in an incorrect form, were identified, and, if needed, additional questions were put to clarify the data provided.

c) Data Encoding and Tabulation

Once all questionnaires had been retrieved and verified, the data was encoded into a statistical software program for analysis:

- **Data Encoding:** The answers from the physical and electronic questionnaires were key in a database. This entailed operationalizing the responses as numerical values, especially for the items measured on the Likert scale for subsequent quantitative analysis.
- **Tabulation of Data:** In this context, the encoded data was segregated and tabulated for further analysis based on the various sections of the questionnaire developed under the purpose of the study, which includes the sections on teaching strategies, availability of resources, institutional support, and students' engagement.

Treatment of Data

According to the quantitative research design used in this study, and enhanced by adopting survey research as the data collection technique, the responses obtained from structured questionnaires were subjected to relevant statistical testing. The study aims to ascertain the teaching methods applied by ten Social Studies teachers in junior high schools in Cabuyao City, Laguna, and pinpoint areas that could be developed. The statistical tools used involve the measurement of central tendency and variability, which describe the features of the collected data.

The following statistical treatments were applied to analyze the data:

a) **Distribution of Variable According to Frequency and Percentage**

Tables of frequency and percentage were utilized to describe the demographic profile of the respondents based on their grade level, years of teaching, and educational level. It made it easier to summarize them by determining how often a specific category appears out of all the respondents.

b) Mean

The arithmetic mean was computed to identify the responses to questions on the Likert scale. They used Likert scale responses to gather information on the teaching and learning strategies, availability, and support: Strongly Disagree= 1 and Strongly Agree= 5. The mean helped to present the middle value, the average of the typical attitude of the Social Studies teachers concerning various dimensions of the study.

c) Standard Deviation

For the questions answered using the Likert scale, the standard deviation was again applied to determine the amount of dispersion or variation of the responses. They also showed how each subject's response varied from the average. A high value shows that there are different opinions on the result. In contrast, a low value indicates that the result is close to the mean value.

d) Weighted Mean

The weighted mean was used when the responses provided necessitated a second-order evaluation of the importance or priority factor. The use of weighted mean also aided in finding out what teaching strategies and or resources were considered more or less important by the respondents. The degree of agreement for each response was given a weightage in the Likert scale used in this study.

e) Mode

The model was also used to identify the responses most often given in the survey. In the case of categorical data, such as demographic or somewhat descriptive questions answers, the mode helped to indicate the most frequent or typical category. This measure was helpful when identifying which response or category was most recurrent in the context or had the broader consensus among the teachers as to which strategies to use or difficulties to face.

To analyze the data collected with the help of a structured questionnaire, frequency and percentage distributions, mean, standard deviation, weighted mean, and mode were used. These statistical treatments have given a holistic view of practice teaching-learning activities, teaching aids, and structural support to social studies teachers in Cabuyao City, Laguna. With these methods, the study has been able to give a sound synthesis and analysis of data collected for future enhancement programs for teaching social studies in the area available.

Further, additional statistical treatment, the correlation analysis, will be employed to establish the relationships in the research hypotheses. Regarding this study, it is appropriate to conduct a correlation analysis to identify the extent to which teaching strategies are related to factors such as demographic profiles, resource availability, institutional support, and student engagement. When employing correlation coefficients, the study will be able to determine the nature and magnitude of these relations and, thus, whether they are positive or negative. Furthermore, to assert the significance of these relationships, an appropriate statistical test could include Pearson's correlation value of the two or more correlation value variables; Spearman rank correlation for ordinal data will come in handy on the data type used. This treatment will help determine the relationships of the variables in the teaching context toward the formulation of evidence-based improvement strategies in the delivery of Social Studies in Cabuyao City, Laguna.

Ethical Consideration

In conducting this study, it was evident that several ethical considerations were upheld to protect the respondents and the validity of the research. Due to the type of

quantitative research study and the use of survey research through questionnaires as the primary data collection method, ethics were given importance to protect the rights, privacy, and welfare of the participants.

The study strictly adhered to the Data Privacy Act (DPA) of 2012 by ensuring the confidentiality and anonymity of all respondent information. All data collection procedures, including questionnaire design and administration, incorporated statements affirming the respondents' rights and the ethical handling of their information.

Explicit inclusion and exclusion criteria were applied to minimize potential biases during data analysis to ensure that only Grade 10 Social Studies teachers from the selected public junior high schools participated. This ensured that the study's focus remained consistent and valid. Additionally, participants will be informed of the research results through written summary reports distributed via their schools. Digital copies of the findings will also be provided upon request, ensuring transparency and accessibility of the research outcomes.

3. Results

Demographic Profile of the Respondents

Table 1. The Demographic Profile of the Respondents in terms of Age.

Age	Frequency	Percentage	Rank
25 - 34	30	63.8	1
35 - 44	13	27.7	2
45 - 54	2	4.3	3
Below 25	2	4.3	4
Total	**47**	**100.0**	

Table 1 shows that the majority of respondents are in the 25-34 age group (63.8%), followed by the 35-44 age group (27.7%), with more miniature representations from the 45-54 and below 25 age groups (4.3% each). This suggests that younger teachers, mainly those aged 25-34, are likelier to adopt innovative teaching strategies, such as interactive lectures and multimedia tools, to engage students in social studies (Solomon, 2020). Teachers in the 35-44 age group, while experienced, also incorporate collaborative learning and technology but with more traditional methods. The smaller groups, 45-54 and below 25, indicate that while newer teachers may embrace modern strategies, those in the 45-54 range benefit from a mix of traditional and newer approaches (Griffiths, 2017).

Table 2. The Demographic Profile of the Respondents in terms of Gender.

Sex	Frequency	Percentage	Rank
Male	28	59.6	1
Female	19	40.4	2
Total	47	100.0	

Table 2 presents the demographic profile of respondents based on gender, with 59.6% male and 40.4% female respondents. This distribution indicates a higher proportion of male social studies teachers in the sample. The gender disparity in teaching professions, particularly in social studies, aligns with previous research that shows a more extensive male representation in specific fields. However, the gap has been narrowing in recent years (Smith, 2019). Male teachers often bring diverse perspectives to teaching methods and classroom dynamics, influencing classroom management and student engagement strategies (Griffiths, 2017).

However, it is important to note that the role of female educators in social studies continues to grow, with many women engaging in pedagogical practices that emphasize empathy, collaboration, and inclusivity, which are key in teaching social studies (Moorhouse & Kohnke, 2022). Given the increasing number of women entering the teaching profession, the findings suggest that both genders contribute valuable teaching strategies that can enhance the learning environment for all students.

Table 3. The Demographic Profile of the Respondents in terms of Highest Educational Attainment.

Educational Attainment	Frequency	Percentage	Rank
Bachelor's Degree	28	59.6	1
Master's Degree (e.g., MA, MS)	12	25.5	2
soccer/car	1	2.1	5.5
Ongoing Masteral	1	2.1	5.5
Units in MAED	3	6.4	4
Bachelor's Degree	2	4.3	3
Total	**47**	**100.0**	

Table 3 outlines the respondents' educational attainment, with the majority holding a Bachelor's Degree (59.6%), followed by those with a Master's Degree (25.5%). Smaller groups include those with ongoing Master's degrees or units in MAED (6.4%).

The dominance of Bachelor's degree holders is consistent with the broader trend in education, where many educators are still furthering their qualifications (Fonsén et al., 2022). The presence of Master's degree holders, especially in fields like education, underscores a commitment to improving teaching practices and understanding complex social studies content, aligning with findings by MAEd and Baldado (2023), who emphasized the importance of higher education in enhancing instructional quality.

Table 4. The Demographic Profile of the Respondents in terms of Teaching Experience.

Teaching Experience	Frequency	Percentage	Rank
Less than 1 year	5	10.6	3
1 - 5 years	21	44.7	1
6 - 10 years	18	38.3	2
11 - 15 years	3	6.4	4
Total	**47**	**100.0**	

Table 4 shows that most respondents have between 1 and 5 years of teaching experience (44.7%), followed by those with 6 to 10 years of experience (38.3%). A smaller percentage (10.6%) has less than a year of teaching experience. In comparison, only a few (6.4%) have between 11 to 15 years of experience.

The high percentage of teachers with 1-5 years of experience aligns with the common trend of new teachers entering the profession, as many start their careers early and gain teaching experience over time. These teachers are often more adaptable to new pedagogical approaches, including technology and interactive teaching methods, essential for modern social studies education (Solomon, 2020). While not as large, the 6-10 years' experience group likely represents teachers who have gained considerable expertise in adapting teaching strategies to meet student needs. This aligns with the assertion that

teachers with more experience are better equipped to manage diverse classroom environments and implement more advanced instructional methods (MAEd and Baldado, 2023).

Teachers with less than a year of experience indicate a growing trend of younger or more recently trained educators entering the field, emphasizing the need for professional development and mentorship to ensure effective teaching strategies are implemented from the start. In contrast, the smaller proportion of teachers with 11-15 years of experience may reflect the challenge of teacher retention in the profession, as many may transition into leadership roles or other career paths (Fonsén et al., 2022).

Table 5. The Demographic Profile of the Respondents in terms of Number of Training/Professional development Experience/Attended.

Training Attended	Frequency	Percentage	Rank
None	4	8.5	4
1 - 3	25	53.2	1
4 - 6	10	21.3	2
7 - 10	4	8.5	4
More than 10	4	8.5	4
Total	**47**	**100.0**	

Table 5 shows that 53.2% of teachers attended 1–3 professional development sessions, indicating strong interest in improving teaching practices. While 21.3% attended 4–6 sessions and 8.5% attended 7–10, another 8.5% had no training, highlighting the need to expand access and encourage participation. These findings support research emphasizing the role of professional development in improving teaching quality and student outcomes (Fonsén et al., 2022; MAEd & Baldado, 2023; Sedlacek et al., 2024).

Table 6. The Demographic Profile of the Respondents in terms of Access to teaching resources

Teaching Resources	Frequency	Percentage	Rank
Good	28	59.6	1
Poor	4	8.5	3
Adequate	14	29.8	2
Excellent	1	2.1	4
Total	**47**	**100.0**	

Table 6 shows that while 59.6% of teachers report "good" access to teaching resources, only 2.1% have "excellent" access, and 29.8% report only "adequate" access, with 8.5% facing "poor" access. This suggests that although most have sufficient resources, gaps remain that may hinder teaching effectiveness, especially in resource-intensive subjects like social studies (Griffiths, 2017; Moorhouse & Kohnke, 2022).

Level of Integration of Teaching Strategies

Interactive Lectures

Table 7. Level of Integration in terms of Interactive Lectures.

Statement	Mean	Std Deviation	Verbal Interpretation
1. My interactive lectures encourage critical thinking and student participation.	4.15	0.551	High
2. I frequently adapt my lecture plans based on real-time feedback from students	4.09	0.620	High
3. I utilize interactive quizzes or tools to assess student understanding during lectures.	4.17	0.601	High
4. Peer instruction is a regular feature of my interactive lectures.	4.02	0.675	High
5. My lectures involve collaborative activities to enhance student engagement.	4.23	0.560	Moderate
6. Interactive lectures have improved student learning outcomes in my classes.	4.28	0.579	Very High
7. I provide immediate feedback during interactive lectures to clarify misconceptions.	4.13	0.575	High
8. Students actively participate in problem-solving activities during interactive lectures.	4.11	0.598	High
9. Interactive lectures foster a positive classroom atmosphere.	4.26	0.570	Very High
10. I integrate multimedia tools to support interactive lectures.	4.23	0.633	Very High
Overall Interactive Lectures	**4.17**	**0.403**	**High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Table 7 shows strong teacher use of interactive lectures, with high mean scores for encouraging critical thinking (4.15), using real-time feedback (4.09), and integrating interactive tools like quizzes (4.17). Most notably, a mean of 4.28 reflects that teachers believe interactive lectures improve student outcomes. These results support studies highlighting the effectiveness of interactive strategies in boosting engagement, critical thinking, and learning outcomes (MAEd & Baldado, 2023; Nolan, 2023; Alias & Rafiza Abd Razak, 2023).

Use of Multimedia Resources

Table 8. The Level of Integration in Terms of Use of Multimedia Resources.

Statement	Mean	Std Deviation	Verbal Interpretation
I frequently use videos to explain complex Social Studies concepts.	4.02	0.608	High
Multimedia presentations enhance student engagement in my classes.	4.34	0.635	Very High

Multimedia tools help me cater to diverse student learning needs.	4.26	0.570	Very High
I use digital platforms to deliver multimedia-supported lessons.	4.15	0.691	High
Multimedia content fosters collaborative learning in my classes.	4.30	0.657	Very High
Interactive multimedia promotes active student participation.	4.28	0.579	Very High
Multimedia tools simplify complex historical events for students.	4.30	0.623	Very High
Lack of access to multimedia tools impacts the effectiveness of my teaching.	4.00	0.808	High
Multimedia tools help students retain information better.	4.30	0.657	Very High
Multimedia-based lessons align with Social Studies curriculum goals.	4.26	0.570	Very High
Overall Multimedia Resources	**4.22**	**0.460**	**High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Table 8 highlights the high integration of multimedia in Social Studies teaching (overall mean = 4.22), with frequent use of videos to explain complex concepts (mean = 4.02), enhancing student engagement and understanding (Nolan, 2023). Multimedia also supports differentiated instruction (mean = 4.26), addressing diverse learning needs (Sedlacek et al., 2024) and aligning with research on inclusive teaching (Moorhouse & Kohnke, 2022). Interactive tools promote collaboration and active participation (mean = 4.30) (MAEd & Baldado, 2023), and simplify complex historical content (Star et al., 2021). High retention rates (mean = 4.30) confirm multimedia's effectiveness in deepening learning through dual coding and multisensory engagement (Paolini, 2015; Hilliger et al., 2022).

Inquiry-Based Learning

Table 9. The Level of Integration in terms of Inquiry-Based Learning.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I design lessons that encourage students to ask and investigate their questions.*	4.21	0.623	Very High
2. *Inquiry-based activities in my classes emphasize problem-solving skills.*	4.13	0.679	High
3. *I provide structured guidance during inquiry-based projects.*	4.09	0.686	High
4. *Inquiry-based learning helps students explore Social Studies concepts in depth.*	4.17	0.702	High
5. *My lessons are designed to engage students in analyzing and interpreting historical data.*			

	4.06	0.567	High
6. *Inquiry-based learning fosters collaboration among students.*	4.23	0.698	Very High
7. *I assess student understanding through inquiry-driven projects and presentations.*	4.19	0.613	High
8. *Inquiry-based activities help students connect historical events to contemporary issues.*	4.17	0.670	High
9. *I use technology to enhance inquiry-based learning in my classroom.*	4.15	0.625	High
10. *Inquiry-based learning encourages critical thinking and independence in students.*	4.28	0.682	Very High
Overall Inquiry-Based Learning	**4.17**	**0.403**	**High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Table 9 shows that Inquiry-Based Learning (IBL) is widely used in Social Studies (mean = 4.17), with teachers encouraging student-led questioning and investigation (mean = 4.21), which enhances critical thinking and engagement (Nolan, 2023; Fonsén et al., 2022). IBL supports problem-solving (mean = 4.13) and includes guided exploration of complex concepts (mean = 4.09), helping students develop analytical skills (Paolini, 2015; Star et al., 2021). It also promotes collaboration (mean = 4.23), connects history to current events (mean = 4.17), and integrates digital tools to enrich learning (mean = 4.15) (Moorhouse & Kohnke, 2022; Sedlacek et al., 2024). Most importantly, IBL builds student independence and critical thinking (mean = 4.28), essential for academic and real-life problem-solving (Wesely et al., 2024).

Scaffolded Instruction

Table 10. The Level of Integration in terms of Scaffolded Instruction.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I provide step-by-step guidance to support student learning in complex tasks.*	4.11	0.634	High
2. *My scaffolding techniques are tailored to the individual needs of my students.*	4.11	0.759	High
3. *I gradually remove support as students gain confidence in their abilities.*	4.09	0.717	High
4. *Scaffolded instruction helps students build on prior knowledge.*	4.19	0.680	High
5. *I provide feedback to guide student learning during scaffolded tasks.*	4.09	0.620	High
6. *Scaffolding strategies help students achieve learning goals they would struggle with independently.*	4.23	0.758	Very High
7. *I use visual aids to scaffold instruction effectively.*	4.13	0.679	High

8. *Scaffolding activities promote a deeper understanding of Social Studies concepts.*	4.09	0.775	High
9. *I provide additional resources to scaffold challenging topics.*	4.13	0.741	High
10. *Scaffolded instruction enhances student confidence and independence.*	4.09	0.686	High
Overall Scaffolded Instruction	**4.12**	**0.577**	**High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Table 10 shows that Scaffolded Instruction is strongly integrated into Social Studies teaching (mean = 4.12), with teachers providing step-by-step support for complex tasks (mean = 4.11), consistent with Vygotsky's scaffolding theory. Instruction is tailored to individual needs (mean = 4.11), supporting differentiated learning (Paolini, 2015) and gradually fostering student independence (mean = 4.09) (Fonsén et al., 2022). Scaffolding helps students build on prior knowledge (mean = 4.19) and reach learning goals they couldn't achieve alone (mean = 4.23), making complex content more accessible (Nolan, 2023). The use of visual aids and resources (mean = 4.13) further supports engagement and understanding, especially with abstract or historical topics (Moorhouse & Kohnke, 2022).

Use of Primary Sources

Table 11. The Level of Integration in Terms of Use of Primary Sources.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I regularly incorporate primary sources in my Social Studies lessons.*	4.28	0.615	Very High
2. *Primary sources help students engage with historical events authentically.*	4.28	0.772	Very High
3. *I provide guidance on analyzing and interpreting primary sources.*	4.13	0.679	High
4. *Students use primary sources to develop critical thinking skills.*	4.06	0.763	High
5. *Primary sources are accessible and relevant to my lesson plans.*	4.21	0.690	Very High
6. *I align primary sources with students' learning needs and interests.*	4.26	0.607	Very High
7. *Students demonstrate deeper understanding through the use of primary sources.*	4.21	0.690	Very High
8. *I integrate digital archives to access historical primary sources.*	4.19	0.680	High
9. *Students connect primary sources to current events in meaningful ways.*	4.28	0.579	Very High
10. *My use of primary sources inspires students to pursue independent research.*	4.21	0.720	Very High

Overall Primary Resources	**4.21**	**0.548**	**Very High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Table 11 shows strong integration of primary sources in Social Studies teaching (mean = 4.21), with teachers reporting they enhance critical engagement with historical events (mean = 4.28) and deepen historical understanding (Hilliger et al., 2022). Primary sources also help develop analytical skills (mean = 4.13), encouraging students to interpret and evaluate historical documents critically (Nolan, 2023). They make history relevant to students' lives (mean = 4.26), supporting student-centered learning (Paolini, 2015). Additionally, primary sources foster independent research and inquiry (mean = 4.28), promoting self-directed learning (Moorhouse & Kohnke, 2022).

Microlearning

Table 12. The Level of Integration in terms of Microlearning.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I divide complex Social Studies topics into smaller, manageable lessons.*	3.98	0.766	High
2. *Microlearning activities improve student retention of historical facts.*	4.02	0.707	High
3. *I use short videos and infographics to support microlearning.*	4.13	0.647	High
4. *Microlearning activities are easily integrated into my lesson plans.*	4.04	0.690	High
5. *Students prefer microlearning for quick revision of topics.*	4.04	0.751	High
6. *I use microlearning techniques to teach key Social Studies concepts.*	3.91	0.717	High
7. *Microlearning activities improve my students' engagement in class.*	4.02	0.642	High
8. *I frequently incorporate quizzes and flashcards for microlearning.*	4.02	0.766	High
9. *Microlearning enhances my ability to cater to different learning paces.*	3.96	0.624	High
10. *Students actively participate in class activities when microlearning is used.*	3.98	0.766	High
Overall Microlearning	**4.01**	**0.575**	**High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Table 12 indicates that microlearning is effectively integrated into Social Studies education (mean = 4.01), with teachers using it to break down complex topics into manageable chunks (mean = 3.98), enhancing understanding and retention (Paolini, 2015). It boosts student engagement and supports quick revision (mean = 4.02) (Moorhouse & Kohnke, 2022), and is easy to incorporate into lesson plans (mean = 4.04). Short videos and

infographics (mean = 4.13) simplify complex topics and aid memory through visual learning (Star et al., 2021). Microlearning also allows students to learn at their own pace (mean = 3.96), aligning with personalized learning strategies (Nolan, 2023).

Translanguaging

Table 13. The Level of Integration in terms of Translanguaging.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I allow students to use their native language alongside English during discussions.*	4.06	0.639	High
2. *Translanguaging practices encourage a deeper understanding of Social Studies concepts.*	4.02	0.794	High
3. *I integrate multilingual resources to support diverse learners.*	4.06	0.673	High
4. *Students perform better when translanguaging is encouraged in the classroom.*	4.11	0.759	High
5. *Translanguaging helps bridge the gap between students' prior knowledge and new content.*	4.17	0.670	High
6. *I use translanguaging to foster a collaborative classroom environment.*	4.11	0.699	High
7. *Translanguaging encourages students to express their ideas confidently.*	4.11	0.729	High
8. *Students use translanguaging to share cultural insights relevant to Social Studies.*	4.17	0.637	High
9. *Translanguaging practices reduce language barriers in my classroom.*	4.21	0.657	Very High
10. *My lesson plans include translanguaging strategies for effective teaching.*	4.11	0.759	High
Overall Translanguaging	**4.11**	**0.569**	**High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

The integration of translanguaging in social studies education has proven highly effective, with an overall mean score of 4.11. Allowing students to use their native language alongside English (mean = 4.06) bridges prior knowledge and new content, deepens understanding (mean = 4.02), and supports diverse learners by fostering inclusion and validating linguistic identities. It encourages collaborative learning (mean = 4.11), enriches classroom discussions with multiple perspectives, and promotes empathy and cultural awareness. Notably, it also reduces language barriers (mean = 4.21), enhancing access to complex concepts and boosting student confidence, participation, and academic performance.

Visual Thinking Strategies

Table 14. The Level of Integration in terms of Visual Thinking Strategies.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I use visual aids such as timelines and charts in my Social Studies classes.*	4.06	0.704	High
2. *Visual thinking strategies enhance students' ability to analyze historical events.*	4.23	0.633	Very High
3. *I incorporate diagrams and infographics into my teaching regularly.*	4.19	0.711	High
4. *Visual aids help clarify complex Social Studies concepts.*	4.26	0.607	Very High
5. *Students use visual tools to make connections between historical events and their causes.*	4.09	0.717	High
6. *I encourage students to create their visual summaries of lessons.*	4.28	0.682	Very High
7. *Visual thinking strategies improve student engagement in class discussions.*	4.19	0.741	High
8. *Students find visual aids helpful for understanding abstract concepts.*	4.11	0.667	High
9. *My use of visual tools helps students retain information more effectively.*	4.17	0.732	Very High
10. *Visual thinking strategies encourage collaborative learning in my classes.*	4.13	0.612	High
Overall Visual Thinking Strategies	**4.17**	**0.424**	**High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

The integration of Visual Thinking Strategies (VTS) in social studies education is highly effective, with an overall mean score of 4.17. Visual tools such as timelines and infographics enhance understanding of historical events (mean = 4.09) and encourage student-created visual summaries (mean = 4.28), promoting deeper engagement (Nolan, 2023). VTS also clarifies complex concepts (mean = 4.26) and strengthens analytical skills (mean = 4.23), supporting Paolini's (2015) findings on visual learning. Additionally, it fosters collaborative learning (mean = 4.13) and inclusive participation, helping students develop critical thinking and communication skills through observation and discussion (Wesely et al., 2024).

Table 15. The Overall Level of Integration.

Indicators	Mean	Std Deviation	Verbal Interpretation
INTERACTIVE LECTURES	4.17	0.403	High
USE OF MULTIMEDIA RESOURCES	4.22	0.460	Very High
INQUIRY-BASED LEARNING	4.17	0.403	High

SCAFFOLDED INSTRUCTION	4.12	0.577	High
USE OF PRIMARY SOURCES	4.21	0.548	Very High
MICROLEARNING	4.01	0.575	High
TRANSLANGUAGING	4.11	0.569	High
VISUAL THINKING STRATEGIES	4.17	0.573	High
Overall Level of Integration	**4.15**	**0.424**	**High**

Legend: *4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level*

The overall level of integration for the teaching strategies among social studies teachers is evaluated as high, with an overall mean score of 4.15. This reflects adopting modern teaching strategies, contributing to more effective learning environments. Each strategy, including Interactive Lectures (4.17), Use of Multimedia Resources (4.22), Inquiry-Based Learning (4.17), Scaffolding Instruction (4.12), Use of Primary Sources (4.21), Microlearning (4.01), Translanguaging (4.11), and Visual Thinking Strategies (4.17), exhibits a high level of integration in social studies classrooms.

The highest-rated strategies are the Use of Multimedia Resources and Use of Primary Sources, with scores of 4.22 and 4.21, respectively. These tools are crucial for enhancing engagement and understanding in social studies, supporting the development of critical thinking, and offering real-world connections (Paolini, 2015; Star et al., 2021). Inquiry-Based Learning and Visual Thinking Strategies also received high scores, reflecting their impact on promoting active learning, student engagement, and critical analysis of social issues.

Teachers Factors

This section examines the teacher factors that affect teaching strategies, focusing on teachers' beliefs, professional development participation, reflective practice, and pedagogical leadership. These factors provide insight into teachers' motivations, capabilities, and professional growth in applying effective teaching strategies.

Teachers' Beliefs

Table 16. The Level of Teacher Factor in terms of Teacher's Beliefs.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I believe all students have the potential to succeed with the proper support.*	4.34	0.731	Very High
2. *My teaching philosophy emphasizes student-centered learning.*	4.21	0.720	Very High
3. *I adapt my teaching strategies based on student feedback.*	4.19	0.576	High
4. *My beliefs about effective teaching influence my lesson planning.*	4.28	0.682	Very High
5. *I view teaching as a collaborative process between teachers and students.*	4.34	0.635	Very High
6. *Teachers' beliefs shape their ability to manage classroom dynamics effectively.*	4.28	0.649	Very High
7. *My beliefs about teaching align with my classroom practices.*			

	4.19	0.680	High
8. *I encourage my students to explore multiple perspectives.*	4.26	0.642	Very High
9. *My values and personal experiences guide my teaching.*	4.21	0.623	Very High
10. *I constantly reflect on how my beliefs influence my teaching strategies.*	4.19	0.576	High
Overall, Teacher's Beliefs	**4.26**	**0.537**	**Very High**

Legend: 4.20-5.00 - Very High Level of Integration, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Teachers' beliefs strongly influence their instructional strategies, as reflected in very high survey ratings—for example, belief in student potential (mean = 4.34) and a student-centered philosophy (mean = 4.21). They also value adapting to student feedback (mean = 4.19), highlighting responsiveness in teaching. These align with findings by Wesely et al. (2024), which stress the role of teacher beliefs in shaping effective classroom practices. High ratings for collaborative teaching (4.34) and alignment of values with strategies (4.19) underscore a commitment to inclusive, flexible, and authentic instruction that promotes engagement, critical thinking, and civic awareness in social studies.

Professional Development Participation

Table 17. The Level of Teacher Factor in terms of Professional Development Participation.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I actively participate in professional development workshops to enhance my teaching skills.*	4.15	0.659	High
2. *My professional development has improved my classroom management techniques.*	4.21	0.623	Very High
3. *I share insights from professional training sessions with my peers.*	4.17	0.670	High
4. *Continuous professional development aligns with my teaching goals.*	4.09	0.717	High
5. *Institutional support motivates me to pursue professional growth opportunities.*	4.15	0.659	High
6. *I attend training programs focused on integrating technology into my teaching.*	4.19	0.770	High
7. *Professional development activities address the challenges I face in my teaching.*	4.13	0.679	High
8. *My teaching improves with exposure to global best practices in education.*	4.06	0.791	High
9. *Professional development activities foster collaborative learning among teachers.*	4.23	0.729	Very High
10. *I apply the concepts learned during training to my daily teaching tasks.*	4.17	0.761	High

Overall Professional Development Participation	**4.16**	**0.601**	**High**

Legend: 4.20-5.00 - Very High Level of Teacher Factor, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Table 17 demonstrates a high level of teacher participation in professional development, which aligns with their continuous growth and adaptability in the classroom. Teachers reported significant engagement in professional development workshops (4.15), firmly believing that these activities enhance their teaching skills and classroom management techniques (4.21). Moreover, teachers value the collaborative nature of these activities, sharing insights with peers (4.17), and the institutional support that motivates their pursuit of professional growth opportunities (4.15).

Teachers showed a strong commitment to integrating new strategies by attending technology-focused training (4.19) and applying what they learned in daily teaching (4.17). This aligns with Wesely et al. (2024), who highlight professional development as key to effective teaching, critical thinking, and student engagement. Their active participation reflects a proactive mindset and the need for continuous learning in today's evolving educational landscape.

Reflective Practice

Table 18. The Level of Teacher Factor in terms of Reflective Practice.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I evaluate the success of my teaching methods after each class.*	4.06	0.734	High
2. *Reflective journals are part of my practice to improve teaching effectiveness.*	4.02	0.794	High
3. *I discuss teaching experiences with colleagues to gain new perspectives.*	4.02	0.766	High
4. *Feedback from students helps me reflect on my teaching practices.*	4.17	0.670	High
5. *Reflective practice helps me identify areas for professional growth.*	4.15	0.691	High
6. *I analyze classroom challenges to develop better solutions.*	3.98	0.766	High
7. *My lesson plans are revised based on reflective insights.*	3.98	0.675	High
8. *I use student performance data to reflect on and improve teaching strategies.*	4.11	0.787	High
9. *Reflection helps me stay updated on effective teaching methods.*	4.11	0.699	High
10. *I believe reflective practice is essential for professional growth.*	4.13	0.741	High
Overall Reflective Practice	**4.16**	**0.601**	**High**

Legend: 4.20-5.00 - Very High Level of Teacher Factor, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Reflective practice plays a vital role in teacher growth, as shown by high ratings in self-assessment (mean = 4.06), use of reflective journals (4.02), and incorporation of student feedback (4.17) and peer collaboration (4.02). Teachers also rely on student performance data (4.11) and revise lesson plans based on reflective insights (3.98), underscoring a strong commitment to continuous improvement. These practices align with Fonsén et al. (2022), who emphasize that reflective teaching enhances instructional effectiveness and adaptability. By analyzing classroom experiences, teachers make informed decisions, tailor strategies to diverse learners, and foster a collaborative, growth-oriented environment that supports both student engagement and professional development.

Pedagogical Leadership

Table 19. The Level of Teacher Factor in terms of Pedagogical Leadership.

Statement	Mean	Std Deviation	Verbal Interpretation
1. *I actively mentor other teachers to improve their teaching practices.*	4.04	0.690	High
2. *I promote collaboration among teachers to improve instructional strategies.*	4.15	0.722	High
3. *I take the initiative to introduce innovative teaching methods at my school.*	4.13	0.711	High
4. *I encourage a culture of reflective practice within my team.*	4.11	0.759	High
5. *Pedagogical leadership is a core part of my professional identity.*	4.19	0.680	High
6. *I lead by example to inspire teaching excellence among my peers.*	4.19	0.741	High
7. *I advocate for professional development programs at my school.*	4.06	0.639	High
8. *My leadership roles have improved student outcomes in my school.*	4.13	0.797	High
9. *I encourage the use of evidence-based teaching practices among colleagues.*	4.15	0.691	High
10. *Institutional policies support my pedagogical leadership.*	4.13	0.741	High
Overall Pedagogical Leadership	**4.13**	**0.622**	**High**

Legend: 4.20-5.00 - Very High Level of Teacher Factor, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

Pedagogical leadership is an important factor in fostering a culture of continuous improvement and collaboration among teachers. Teachers highly rated their involvement in mentoring other educators to improve their teaching practices (4.04) and promoting collaboration among colleagues (4.15), emphasizing their active role in encouraging the development of instructional strategies within their schools. Additionally, they reported taking the initiative to introduce innovative teaching methods (4.13) and advocating for professional development programs to improve student outcomes (4.06). The teachers also recognized that pedagogical leadership is integral to their professional identity (4.19), and they lead by example to inspire excellence among peers (4.19). These practices align with

the findings of Fonsén et al. (2022), who highlight the significant role of pedagogical leadership in creating environments that support educational innovation and teacher development, leading to improved student learning outcomes.

Table 20. The Overall Level of Teacher Factor.

Indicators	Mean	Std Deviation	Verbal Interpretation
1. Teacher's beliefs	4.25	0.537	Very High
2. Professional development participation	4.16	0.601	High
3. Reflective practice	4.07	0.618	High
4. Pedagogical leadership	4.13	0.622	High
Overall Level of Teacher Factor	**4.15**	**0.558**	**High**

Legend: 4.20-5.00 - Very High Level of Teacher Factor, 3.40-4.19 - High Level, 2.60-3.39 Moderate Level, 1.80-2.59 - Low Level, 1.00-1.79 - Very Low Level

The overall level of the teacher factor was rated high (mean = 4.15), with Teacher's Beliefs scoring the highest (mean = 4.25), indicating a strong conviction in their ability to influence student success. This aligns with Wesely et al. (2024), who emphasize the pivotal role of teacher beliefs in shaping instructional practices and fostering student engagement. Professional Development Participation followed with a mean of 4.16, highlighting teachers' commitment to improving their skills through ongoing learning—consistent with Fonsén et al. (2022), who stress the value of continuous professional development in addressing evolving classroom needs. Reflective Practice (mean = 4.07) also contributed notably, showing that teachers actively assess and refine their methods, echoing Sedlacek et al. (2024) on the importance of reflection for growth. Lastly, Pedagogical Leadership (mean = 4.13) underscores the role of teachers in promoting collaboration and innovation, supporting Fonsén et al.'s (2022) view that teacher leadership enhances both peer support and student outcomes.

Relationship Between Teaching Strategies and Demographic Profile

Table 21. Test of Relationship Between Teachers' teaching strategies and the Respondents' age.

Variable	N	Chi-square	P-Value	Decision	Conclusion
Age and Teaching Strategies	47	5.42	0.491	Failed to Reject Ho	Not Significant

The test determining the relationship between teachers' teaching strategies and respondents' age yielded a Chi-square value of 5.42 with a p-value of 0.491. Given that the p-value exceeds the significance level of 0.05, the decision failed to reject the null hypothesis (Ho), indicating no significant relationship between the age of the respondents and their teaching strategies.

This result suggests that the age of teachers does not significantly influence the teaching strategies they employ in the classroom. While previous studies have explored how factors such as experience or professional development can shape teaching approaches, this finding aligns with others, suggesting that factors like teacher beliefs and instructional philosophy may influence strategy selection more than age alone (Wesely et

al., 2024). Therefore, it is important to recognize that various dynamic factors shape teaching strategies. Age may not determine the choice or implementation of specific strategies. Additionally, this outcome emphasizes that efforts to enhance teaching strategies should focus on aspects like professional development, reflective practice, and pedagogical leadership rather than solely targeting age as a variable that influences teaching effectiveness (Fonsén et al., 2022).

Table 22. Test of Relationship Between Teachers' teaching strategies and the Respondents' gender.

Variable	N	Chi-square	P-Value	Decision	Conclusion
Gender and Teaching Strategies	47	2.50	0.287	Failed to Reject Ho	Not Significant

The test to determine the relationship between teachers' teaching strategies and respondents' gender produced a Chi-square value of 2.50 with a p-value of 0.287. Since the p-value exceeds the significance level of 0.05, the decision failed to reject the null hypothesis (Ho), indicating no significant relationship between gender and the teaching strategies employed by the respondents.

This suggests that gender does not significantly impact the choice or application of teaching strategies in social studies classrooms. These findings are consistent with literature emphasizing the importance of factors like teacher beliefs, professional development, and pedagogical strategies, which may substantially affect teaching practices more than gender alone (Wesely et al., 2024; Fonsén et al., 2022). Therefore, any attempts to improve teaching strategies should focus on the teacher's professional growth and engagement with effective instructional methods rather than gender-specific differences.

Table 23. Test of Relationship Between Teachers' teaching strategies and the Respondents' highest educational attainment.

Variable	N	Chi-square	P-Value	Decision	Conclusion
Highest Educational Attainment and Teaching Strategies	47	7.12	0.714	Failed to Reject Ho	Not Significant

The test determining the relationship between teachers' teaching strategies and respondents' highest educational attainment resulted in a Chi-square value of 7.12 with a p-value of 0.714. Since the p-value exceeds the significance level of 0.05, the decision failed to reject the null hypothesis (Ho), indicating no significant relationship between teachers' educational attainment and teaching strategies.

This finding aligns with research that suggests that while educational attainment may enhance a teacher's knowledge base, it does not necessarily dictate their teaching strategies. Other factors, such as professional development, pedagogical beliefs, and classroom dynamics, are likely more influential in shaping instructional practices (Fonsén et al., 2022; Nolan, 2023). Therefore, professional development programs should focus not solely on educational background but also on fostering effective teaching practices that can be implemented across diverse classroom settings.

Table 24. Test of Relationship Between Teachers' teaching strategies and the Respondents' Number of Years of Teaching Experience.

Variable	N	Chi-square	P-Value	Decision	Conclusion
Years of Teaching Experience and Teaching Strategies	47	9.24	0.160	Failed to Reject Ho	Not Significant

The test determining the relationship between teachers' teaching strategies and respondents' years of teaching experience resulted in a Chi-square value of 9.24 with a p-value of 0.160. Since the p-value is more significant than the significance level of 0.05, the decision failed to reject the null hypothesis (Ho), indicating no significant relationship between the number of years of teaching experience and the teachers' use of teaching strategies.

This suggests that years of teaching experience may not be the sole factor influencing the selection or effectiveness of teaching strategies. As found in the literature, pedagogical beliefs, continuous professional development, and personal teaching philosophies are often more influential than teaching experience alone in shaping a teacher's approach to instruction (Fonsén et al., 2022). Therefore, professional development initiatives should emphasize improving teaching strategies regardless of the number of years spent in the classroom.

Table 25. Test of Relationship Between Teachers' Teaching Strategies and the Respondents' Professional Development Sessions Attended.

Variable	N	Chi-square	P-Value	Decision	Conclusion
Professional Development and Teaching Strategies	47	6.74	0.565	Failed to Reject Ho	Not Significant

The test determining the relationship between teachers' teaching strategies and the number of professional development sessions attended resulted in a Chi-square value of 6.74 with a p-value of 0.565. Since the p-value is more significant than the significance level of 0.05, the decision failed to reject the null hypothesis (Ho), indicating no significant relationship between the number of professional development sessions attended and the teachers' choice of teaching strategies.

This suggests that professional development sessions, although important, may not directly influence the strategies teachers choose to implement in their classrooms. Literature suggests that while professional development can enhance teaching practices, the impact may depend on the type of training, relevance to current teaching needs, and individual teacher beliefs (Paolini, 2015; Fonsén et al., 2022). Therefore, training programs need to be tailored to the specific needs of teachers to ensure more direct improvements in teaching strategies.

Table 26. Test of Relationship Between Teachers' Teaching Strategies and the Respondents' Access to Teaching Resources

Variable	N	Chi-square	P-Value	Decision	Conclusion
Teaching Resources and Teaching Strategies	47	1.68	0.947	Failed to Reject Ho	Not Significant

The analysis of the relationship between teachers' teaching strategies and access to teaching resources yielded a Chi-square value of 1.68 and a p-value of 0.947. Since the p-value is more significant than the 0.05 significance level, the null hypothesis (Ho) failed to be rejected, indicating no significant relationship between access to teaching resources and the teaching strategies employed by the teachers.

This result suggests that even though access to resources is crucial for effective teaching, it may not necessarily dictate the choice of teaching strategies. Research has shown that teachers often adapt their strategies based on various factors, including personal beliefs, student needs, and available support, rather than merely the availability of resources (Fonsén et al., 2022). Therefore, while resources enhance the teaching process, other factors like teacher beliefs and professional development may significantly shape teaching strategies (Paolini, 2015).

Relationship Between Teaching Strategies and Teacher Factors

Table 27. Test of Relationship Between Teachers' Factors and Teachers' Teaching Strategies.

Variable	Pearson *r*	Degree of Correlation	P-Value	Decision	Conclusion
Teachers' Factors and Teachers' Teaching Strategies	0.879	Very Strong Correlation	0.001	Reject Ho	Significant

Legend: Significant if $p<0.05$; 0.60-0.79 Strong correlation, 0.40-0.59 Moderate correlation, 0.20-0.39 Weak Correlation, 0.00-0.19 Very Weak / No correlation (Evans, 1996)

The analysis revealed a strong positive correlation ($r = 0.879$, $p = 0.001$) between teacher factors and teaching strategies, indicating a statistically significant relationship. This suggests that teachers' beliefs, professional development, and reflective practices substantially influence the instructional methods they use. As Paolini (2015) notes, continuous professional development equips educators with adaptive strategies tailored to student needs, while Fonsén et al. (2022) highlight that a teacher's philosophy shapes their instructional choices. Reflective practices further enhance this dynamic, allowing teachers to assess and adjust their strategies for improved effectiveness (Sedlacek et al., 2024). Overall, these findings emphasize that teacher growth and intentional reflection are central to fostering responsive, student-centered classrooms.

4. Discussion

Level of Integration of Teaching Strategies

The integration of various teaching strategies in Social Studies classrooms reflects a strong commitment to fostering student engagement and enhancing learning outcomes. The frequent use of interactive lectures, multimedia resources, inquiry-based learning, scaffolded instruction, primary sources, and microlearning demonstrates a shift toward more dynamic, student-centered teaching practices. This approach aligns with contemporary educational research that emphasizes active learning, critical thinking, and collaboration.

Interactive lectures, for instance, are a key component in promoting critical thinking and student participation, which is consistent with the findings of MAEd and Baldado (2023). The ability of teachers to adapt their lectures based on real-time student feedback further strengthens the interactivity of these sessions, as suggested by Nolan (2023). The integration of multimedia tools into Social Studies teaching, with a particular focus on videos, digital platforms, and infographics, supports existing research by Fonsén et al. (2022), which highlights the effectiveness of multimedia in making abstract concepts more accessible and engaging for students. These tools also cater to diverse learning needs, as emphasized by Moorhouse and Kohnke (2022), who argue that multimedia facilitates differentiated instruction and encourages collaboration.

Inquiry-based learning (IBL), another frequently employed strategy, encourages students to ask and investigate their own questions, fostering independence and problem-solving skills. This practice aligns with the principles of constructivist learning theories, as noted by Fonsén et al. (2022) and Wesely et al. (2024). The emphasis on real-world problem-solving through IBL mirrors the goals of Social Studies education, which seeks to prepare students for active citizenship. Scaffolded instruction, which helps students progress through complex tasks with targeted support, is another effective strategy, reinforcing Vygotsky's (1978) scaffolding theory. The use of scaffolding techniques to cater to individual student needs aligns with the findings of Paolini (2015) and Fonsén et al. (2022), who emphasize the importance of providing differentiated support in promoting deeper learning.

The incorporation of primary sources further enriches Social Studies instruction by encouraging critical engagement with historical events. Teachers' use of primary sources aligns with the findings of Hilliger et al. (2022), who stress their role in enhancing historical understanding and critical thinking. By promoting independent research and inquiry, primary sources foster skills essential for both academic success and civic participation, as indicated by Moorhouse and Kohnke (2022). Similarly, microlearning, which breaks down complex topics into short, digestible lessons, enhances student retention and engagement. This aligns with research by Star et al. (2021), who argue that short, focused learning opportunities promote effective understanding, particularly when combined with multimedia resources.

Teachers Factors

The factors influencing teaching strategies, including teachers' beliefs, professional development participation, reflective practice, and pedagogical leadership, are essential in shaping instructional approaches and enhancing educational outcomes. Teachers' beliefs, in particular, play a pivotal role in determining how strategies are implemented in the classroom. Teachers in this study expressed strong beliefs in the potential of all students to succeed when provided with the right support (4.34) and emphasized student-centered learning (4.21), reflecting a deep commitment to fostering inclusive, responsive learning environments. These findings are consistent with research by Wesely et al. (2024), which emphasizes the importance of teacher beliefs in guiding pedagogical practices. Teachers who align their personal values with their professional practices are more likely to engage students effectively, promote critical thinking, and create an atmosphere of trust and mutual respect.

In terms of professional development, teachers demonstrated significant engagement with ongoing learning opportunities, with high ratings for participation in workshops (4.15), collaboration with peers (4.17), and the application of new strategies, particularly those involving technology (4.19). This aligns with the findings of Wesely et al. (2024), who highlight that professional development is a key factor in improving teaching effectiveness. The teachers' strong commitment to refining their practices through professional development ensures that they stay informed about best practices and emerging pedagogical trends, enabling them to better meet the needs of their students.

Furthermore, their participation in these activities fosters a culture of collaboration, essential for sustaining high standards of teaching in schools.

Reflective practice emerged as another important factor, with teachers rating their self-assessment and evaluation practices highly (4.06) and indicating a strong commitment to using feedback from students (4.17) and colleagues (4.02) to inform their teaching. The integration of reflective practices, such as keeping reflective journals and revising lesson plans based on insights gained from classroom experiences, has been linked to improved instructional effectiveness and student engagement (Fonsén et al., 2022). Reflective teaching allows educators to continuously assess the impact of their methods and make adjustments as needed, ensuring that instruction remains relevant and responsive to the evolving needs of students. This process of self-reflection not only promotes professional growth but also contributes to the creation of a dynamic learning environment where innovation and improvement are encouraged.

Pedagogical leadership also emerged as a significant factor in shaping teachers' professional practices. Teachers expressed strong involvement in mentoring peers (4.04), promoting collaboration (4.15), and introducing innovative teaching methods (4.13). These practices reflect the leadership role that educators often assume within their schools, which is critical for fostering a culture of continuous improvement. According to Fonsén et al. (2022), pedagogical leadership helps drive educational innovation and encourages the development of teaching practices that are responsive to the needs of students. Teachers who engage in pedagogical leadership not only support the professional growth of their colleagues but also advocate for changes that improve student outcomes and ensure that the school community remains adaptable and forward-thinking.

Relationship Between Teaching Strategies and Demographic Profile

The relationship between teachers' demographic profiles and their teaching strategies reveals several important insights that align with existing literature. Age, gender, educational attainment, teaching experience, professional development, and access to resources were all examined to determine their influence on the selection and implementation of teaching strategies. However, the results suggest that these demographic factors do not significantly impact the teaching strategies employed by Social Studies teachers. This finding echo previous research indicating that teacher beliefs, professional development, and instructional philosophy are more likely to shape teaching approaches than demographic variables such as age, gender, and educational background (Wesely et al., 2024; Fonsén et al., 2022). For instance, while factors like professional development and years of experience are often believed to influence teaching methods, research suggests that these factors are less influential than personal teaching philosophies and ongoing engagement with pedagogical practices (Paolini, 2015; Fonsén et al., 2022). Thus, efforts to improve teaching strategies should focus more on fostering teachers' reflective practices, professional growth, and pedagogical leadership rather than targeting demographic factors such as age or gender.

In contrast, the relationship between teachers' factors—such as their beliefs, professional development, and reflective practices—and their teaching strategies shows a strong and statistically significant correlation. This result aligns with existing literature that emphasizes the importance of teachers' personal beliefs and continuous professional growth in shaping their instructional practices. Teachers who believe in student-centered learning and who engage in professional development are more likely to employ innovative and adaptive strategies. Studies such as those by Paolini (2015) and Fonsén et al. (2022) highlight that professional development provides teachers with the tools to adapt their methods based on students' needs, further enhancing the relevance and effectiveness of their teaching. Furthermore, reflective practice plays a critical role in refining teaching strategies, as it allows teachers to assess and adjust their methods based on student feedback and classroom experiences. Sedlacek et al. (2024) support this by suggesting that

reflective practice encourages teachers to identify areas for improvement and adopt more dynamic and student-centered approaches, which is particularly important in fields like Social Studies that require critical thinking and contextual understanding.

5. Conclusion

The study was designed to scrutinize the teaching strategies used by Social Studies teachers and figure out the factors that sway their lofty instructional practices. The findings fully account for teacher's beliefs, professional development, and reflective practices and their effect on teaching strategies. Interactive lectures are the most commonly used tool, apart from multimedia resources. Teachers implement inquiry-based learning, scaffolded instruction, visual thinking strategies, and primary sources. Moreover, this study suggests that the above-mentioned strategies have a high-efficiency level in developing student engagement, critical thinking, and learning outcomes.

The study also found that teachers' beliefs, participation in developing their professional skills, and reflective thinking were the most impactful aspects that highlighted the teaching strategies. Those teachers who attended professional development events regularly and believed that students were the center of the learning process were more likely to adopt and create innovative and efficient teaching strategies. In addition, the teachers embraced the reflective practices. They resorted to the use of adjustment and the improvement of their instructional methods.

Concerning the correlation of several demographic attributes such as age, gender, educational attainment, and teaching experience with the teaching strategies used by Social Studies teachers, the study found no significant difference. This indicates that effective teaching strategies are consistent, and demographic differences do not matter. Plus, they encountered the problem of having a leading role in shaping teaching strategies. The feeders who were involved in pedagogical leadership and cooperation in their institutions were the ones who could implement innovative teaching procedures. Besides this, the leaders were the ones who practiced teaching supremacy. The supervisors of the learning process who facilitated a culture of academic growth and reflective practices were the ones who also transformed their colleagues so that they could become better teachers through their methods. This is how social studies education quality improved because teachers eagerly introduced other teaching strategies.

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