

# Learning Resources and Learning Competencies in Teaching Araling Panlipunan Towards Student's Outcomes 316

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## Abstract

This study aims to analyze the learning resources and learning competencies in teaching Araling Panlipunan towards students' outcomes. The researcher of the study tried to determine the following: the status of learning resources used by the teacher; the level of learning competencies applied by the teacher; the level of student outcomes in Araling Panlipunan; the significant relationship between the learning resources to students' outcomes in Araling Panlipunan; the significant relationship between learning applied by the teacher to students' outcomes in Araling Panlipunan? The study utilized a descriptive method using a questionnaire in a form of checklist distributed to selected grade 7-10 students of Don Manuel Rivera Memorial Integrated National High School.

Mean and standard deviation were used to determine the status of learning resources used by the teacher in terms of PowerPoint presentation, graphic organizers, and journals. This is also used to determine the level of learning competencies applied by the teacher in terms of mastery of the subject matter, teaching strategies, classroom management and evaluation skills. Similarly mean and standard deviation was used to determine the level of student's outcomes in terms of refined critical thinking skills, demonstrated self-motivation, and Improved mutual communication and collaboration. On the other hand, Pearson Product Moment Correlation need to determine the significant relationship between the learning resources and learning competencies to students' outcomes.

The statistical treatment of gathered data revealed the following findings:

The level of teacher's competencies using the learning resources in terms of PowerPoint Presentation, graphic organizers, and journals are very high, with the overall mean of 3.55, 3.51, and 3.56, respectively. It can imply that the teachers used to carry out instruction and facilitate learning towards achieving the student's educational goals. While the level of learning competencies applied by the teacher in terms of mastery of the subject, teaching strategies, classroom management, and evaluations skills are also very high, which obtained a mean of 3.63, 3.52, 3.52, and 3.49. It can be inferred those teachers are all competent and qualified to deliver instructions, manage the classroom, and evaluate the students. Also, student outcomes in Araling Panlipunan in terms of refined critical thinking skills, demonstrated self-motivation, improved mutual communication, and collaboration are also very similar, which got an overall mean of 3.49, 3.54, and 3.48. The results imply that the students know how to regulate their knowledge, build their confidence, and allow themselves to explore.

Furthermore, power point presentations, graphic organizers, journals, and newspapers used by the teachers contribute to the improvement of student's Improved Mutual Communication and Collaboration through creating interactive presentations with the inclusion of pictures and graphics that are applicable to the learners. Lastly, mastery of the subject matter, teaching strategies, classroom management, and evaluation skills used by the teachers contribute to the improvement of student's demonstrated self-motivation and are applicable to the learners.

In view of the findings and conclusion of the study, the following recommendations were given: (1) Teachers should use effective learning materials that can help them teach and improve the students' learning outcomes by integrating creative materials in their discussion and/or assessment. (2) Students must continuously improve their critical thinking, motor skills, and collaboration by participating in and doing activities that could help them. (3) Teachers have to maintain their good qualities and characteristics to continually improve the students' learning outcomes in Araling Panlipunan and other subjects. (4) Teachers and schools must involve the students in other tasks and performances to help them improve their skills and abilities. Providing appropriate instructional materials and resources is also essential and (5) Developing other innovations in instructional materials is recommended to increase students' learning outcomes in different fields. Modification and improvement in teaching may also be enhance if needed to constructively address the needs of the students.

*Keywords:*

## 1. INTRODUCTION

Teachers have a significant role in bringing success to all educational institutions; one of the goals of today's pre-service and in-service training of teachers is to promote teachers' competencies. Therefore, the Department of Education must hire and support novice teachers' development in the teaching profession. Successful teachers possess a good grasp of content which they can consequently convert to sound learning objectives; they can select and implement the most

effective instructional strategies and materials to teach the identified content objectives; make the instructional decision based on formative assessment results; promote sincerely their students learning and holistic development and become professional and ethical in the conduct of their works. Included under teacher competencies are teaching effectiveness, professional recognition, awards, membership, participation in professional organizations, scholarly abilities, creative productiveness, and university and community service. In the daily life of students, they encounter different kinds of teachers. It is a fact that the various teaching competency levels of teachers bear different effects on the students learning. Because of this, teachers must be aware of their level of competency to be extra conscious of how their teaching affects students' learning. 317

The primary focus of this study is the teachers' learning resources and learning competencies, mainly because they are in charge of facilitating the students' learning experiences. The effectiveness of their teaching is one factor determining how well the students would do in their journey towards knowledge acquisition. The teachers play a vital role in the learners' daily lives. Thus, the advocacy to promote academic excellence and quality education in secondary schools in Pila District is one of the main concerns of the educators in the district.

### 1.1 Objectives of the Study

This study analyzed the learning resources and competencies in teaching Araling Panlipunan towards student outcomes. Specifically, it sought answers to the following questions:

1. What is the status of Learning Resources used by the teacher in terms of:
  - a. PowerPoint Presentation
  - b. Graphic Organizers
  - c. Journals
2. What is the level of learning competencies applied by the teacher in terms of:
  - a. Mastery of the Subject Matter
  - b. Teaching Strategies
  - c. Classroom Management
  - d. Evaluation Skills
3. What is the level of Students' Outcomes in Araling Panlipunan in terms of:
  - a. Refined Critical Thinking Skills
  - b. Demonstrated Self-Motivation
  - c. Improved Mutual Communication and Collaboration
4. Is there a significant relationship between the learning resources to students' outcomes in Araling Panlipunan?
5. Is there a significant relationship between the learning competencies applied by the teacher to students' outcomes in Araling Panlipunan?

## 2. METHODOLOGY

### 2.1 Research Design

Descriptive-correlation research design was employed in this study. This was the most appropriate research design for this study because it determined the degree of the linear relationship between two variables: the learning resources and teachers' competencies. Descriptive correlational design is used in a research study that aim to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2009)

### 2.2 Respondents of the Study

The respondents of this study were the Grade 7-10 selected online students of Don Manuel Rivera Memorial Integrated National High School for the School Year 2021-2022.

### 2.3 Research Instrument

This research used the survey questionnaire to gather the data and information. The questionnaire for the strategical approach as perceived by the respondents is a researcher-made questionnaire using a four (4) point scale to measure the level of the students' cognitive engagement:

A 4-point scale was utilized to measure the teachers' competencies.

- |     |                   |
|-----|-------------------|
| 4-  | Strongly Agree    |
| 3-  | Agree             |
| 2 - | Disagree          |
| 1-  | Strongly Disagree |

Mean and standard deviation were used to determine the status of learning resources used by the teacher in terms of PowerPoint presentation, graphic organizers, and journals. This is also used to determine the level of learning competencies applied by the teacher in terms of mastery of the subject matter, teaching strategies, classroom management and evaluation skills. Similarly mean and standard deviation was used to determine the level of student's outcomes in terms of refined critical thinking skills, demonstrated self-motivation, and Improved mutual communication and collaboration. On the other hand, Pearson Product Moment Correlation need to determine the significant relationship between the learning resources and learning competencies to students' outcomes.

### 3. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the results of the researcher's survey findings. This section also aims to answer the objectives as a basis for evaluation of Learning Resources and Learning Competencies in Araling Panlipunan. The researcher used via Google Forms online distributed survey questionnaires to Grade 7-10 Selected online students of Don Manuel Rivera Memorial National High School.

1. What is the status of Learning Resources used by the teacher in terms of:
  - a. PowerPoint Presentation
  - b. Graphic Organizers
  - c. Journals

**Table 1. Status of Learning Resources Used by the teacher in terms of PowerPoint Presentation**

| STATEMENT                                                                         | Mean        | SD   | Remarks          |
|-----------------------------------------------------------------------------------|-------------|------|------------------|
| Uses different pictures and graphics for the aesthetic value of the presentation. | 3.61        | 0.52 | Strongly Agree   |
| Words are limited and use other visual presentations.                             | 3.30        | 0.60 | Strongly Agree   |
| Uses presentations that apply to the learners.                                    | 3.63        | 0.48 | Strongly Agree   |
| Interactive and allow the students to build a connection with the teacher.        | 3.66        | 0.50 | Strongly Agree   |
| Uses visible font size, appropriate fonts, and visible pictures.                  | 3.55        | 0.52 | Strongly Agree   |
| <b>Grand Mean</b>                                                                 | <b>3.55</b> |      | <b>Very High</b> |

*Legend:*

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The result above reveals that the status of learning resources used by the teacher in terms of power point presentation is *very high* supported by the grand (M=3.55). This means that teachers utilize interactive power point presentation that are applicable for the learners. It is presented in the table 1 that it is *strongly agreed* that teachers use different pictures and graphics for the aesthetic value of the presentation (M=3.61, SD=0.52) and words are limited and use other visual presentations (M=3.30, SD=0.60). Similarly, they *strongly agree* that teachers use presentations that are applicable for the learners (M=3.63, SD=0.48), presentations are interactive and allow the students to build a connection with the teacher (M=3.66, SD=0.50) and use visible font size, appropriate fonts, and visible pictures. (M= 3.55, SD=0.52). The ground (M=3.55) indicate that the status of learning resources used by the teacher in terms of PowerPoint presentation is very high are rated by the respondents. The findings demonstrate that the teacher used learning resources well in the PowerPoint presentation. It indicates that the teacher provides understandable learning resources to help pupils learn effectively.

**Table 2. Status of the Learning Resources Used by the teacher in terms of Graphic Organizers**

| STATEMENT                                                                            | Mean | SD   | Remarks        |
|--------------------------------------------------------------------------------------|------|------|----------------|
| Uses appropriate graphic organizers for different lessons and topics.                | 3.58 | 0.50 | Strongly Agree |
| Use accurate and relevant charts and graphs.                                         | 3.55 | 0.54 | Strongly Agree |
| Uses teacher-generated organizers that are specifically made for certain activities. | 3.49 | 0.59 | Strongly Agree |

|                                                                                       |             |      |                  |
|---------------------------------------------------------------------------------------|-------------|------|------------------|
| <b>Offer a variety of charts and organizers that are not repetitive.</b>              | 3.39        | 0.56 | Strongly Agree   |
| <b>Allow students to fill organizers flexibly with their knowledge and learnings.</b> | 3.53        | 0.53 | Strongly Agree   |
| <b>Grand Mean</b>                                                                     | <b>3.51</b> |      | <b>Very High</b> |

  

*Legend:*

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The result above reveals that the status of learning resources used by the teacher in graphic organizers is *very high*, supported by the grand ( $M=3.51$ ). This means that teachers utilize interactive graphic organizers for the learners. It is presented in table 2 that it is *strongly agreed* that teachers use appropriate graphic organizers for different lessons and topics ( $M=3.58$ ,  $SD=0.50$ ) and accurate and relevant charts and graphs ( $M=3.55$ ,  $SD=0.54$ ). Similarly, they *strongly agree* that teachers use Uses teacher-generated organizers that are specifically made for certain activities ( $M=3.49$ ,  $SD=0.59$ ) and offer a variety of charts and organizers that are not repetitive ( $M=3.39$ ,  $SD=0.56$ ), and allow students to fill organizers flexibly with their knowledge and learnings. ( $M= 3.53$ ,  $SD=0.53$ ). The data shows that the teacher used graphic organizers to help students understand the content more successfully. It means that the graphic organizer is designed to fulfill the student's needs and increase their comprehension of the topic.

**Table 3. Status of the Learning Resources Used by the teacher in terms of Journals and Newspapers**

| STATEMENT                                                                                       | Mean        | SD   | Remarks          |
|-------------------------------------------------------------------------------------------------|-------------|------|------------------|
| <b>Provide information that is easy to understand by the learners.</b>                          | 3.64        | 0.50 | Strongly Agree   |
| <b>Relevant to the topic and can give firm details regarding the lesson.</b>                    | 3.56        | 0.51 | Strongly Agree   |
| <b>Allow students to counter-check the information by providing correct journal references.</b> | 3.47        | 0.55 | Strongly Agree   |
| <b>Provide supplementary ideas and concepts for students as the basis of their learnings.</b>   | 3.60        | 0.51 | Strongly Agree   |
| <b>Provide intellectually relevant ideas to the up-to-date lessons.</b>                         | 3.52        | 0.50 | Strongly Agree   |
| <b>Grand Mean</b>                                                                               | <b>3.56</b> |      | <b>Very High</b> |

  

*Legend:*

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The result above reveals that the status of learning resources used by the teacher among journals and newspapers is *very high*, supported by the grand ( $M=3.56$ ). Teachers use different journals and newspapers that apply to the learners.

Presented in table 3 that it is *strongly agreed* that teachers provide information that is easy to understand by the learners ( $M=3.64$ ,  $SD=0.50$ ) and relevant to the topic and can give firm details regarding the lesson ( $M=3.56$ ,  $SD=0.51$ ). Similarly, they *strongly agree* that teachers allow students to counter-check the information by providing correct journal references ( $M=3.47$ ,  $SD=0.55$ ), providing supplementary ideas and concepts for students as the basis of their learnings ( $M=3.60$ ,  $SD=0.51$ ), and providing intellectually relevant ideas to the up-to-date lessons ( $M= 3.52$ ,  $SD=0.50$ ). The findings show that newspapers and journals are effective learning materials that provide relevant information and help students enhance their knowledge and learning. It also implies that this source of information utilized by the teacher could lead to students' successful learning.

2. What is the level of learning competencies applied by the teacher in terms of:

- Mastery of the Subject Matter
- Teaching Strategies
- Classroom Management
- Evaluation Skills

**Table 4. Level of the Learning Competencies Applied by the Teacher in terms of Mastery of the Subject Matter**

| STATEMENT | Mean | SD | Remarks |
|-----------|------|----|---------|
|-----------|------|----|---------|

|                                                                                                                       |             |      |                  |
|-----------------------------------------------------------------------------------------------------------------------|-------------|------|------------------|
| <b>Teachers have deep knowledge about the subject they are teaching.</b>                                              | 3.70        | 0.46 | Strongly Agree   |
| <b>Teachers can clarify information that students are seeking.</b>                                                    | 3.55        | 0.50 | Strongly Agree   |
| <b>Teachers understand the topics clearly and flexibly.</b>                                                           | 3.68        | 0.47 | Strongly Agree   |
| <b>The teacher can plan and teach the lesson by highlighting the lesson's main points to the learner.</b>             | 3.59        | 0.52 | Strongly Agree   |
| <b>The teacher can build concepts upon the students' prior knowledge and give additional information about these.</b> | 3.64        | 0.50 | Strongly Agree   |
| <b>Grand Mean</b>                                                                                                     | <b>3.63</b> |      | <b>Very High</b> |

Legend:

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The result above reveals that the teacher's learning competencies in terms of mastery of the subject matter are *very high*, supported by the grand (M=3.63). This means that teachers are very competent in the subject matter used for the learners. It is presented in table 4 that it is *strongly agreed* that teachers have deep knowledge about the subject they are teaching (M=3.70, SD=0.46) and can clarify information that students are seeking (M=3.55, SD=0.50). Similarly, they *strongly agree* that teachers understand the topics clearly and flexibly (M=3.68, SD=0.47), can plan and teach the lesson by highlighting the main points of the lesson to the learner (M=3.59, SD=0.52), and can build concepts upon the students' prior knowledge and give additional information about these (M= 3.64, SD=0.50). The findings show that the teachers delivered the lesson successfully, showed a deep knowledge of the topic, and can establish learners' grasp of the course. It also implies that the teacher has mastery of the subject.

**Table 5. Level of the Learning Competencies Applied by the teacher in terms of Teaching Strategies**

| STATEMENT                                                                                     | Mean        | SD   | Remarks          |
|-----------------------------------------------------------------------------------------------|-------------|------|------------------|
| <b>The teacher uses different approaches and instructional materials.</b>                     | 3.47        | 0.51 | Strongly Agree   |
| <b>The teacher uses differentiated instructions for every activity.</b>                       | 3.48        | 0.54 | Strongly Agree   |
| <b>The teacher engages students with challenges and performance activities.</b>               | 3.53        | 0.55 | Strongly Agree   |
| <b>The teacher allows learners to involve in various tasks that can develop their skills.</b> | 3.57        | 0.56 | Strongly Agree   |
| <b>The teacher lets the students reflect on their understanding.</b>                          | 3.55        | 0.54 | Strongly Agree   |
| <b>Grand Mean</b>                                                                             | <b>3.52</b> |      | <b>Very High</b> |

Legend:

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The results above reveal that the teacher's learning competencies in terms of teaching strategies are *very highly* supported by the grand mean of (M=3.52). This means that the teachers are very competent in the teaching strategies to be used when teaching the learners. It is presented in table 5 that it is *strongly agreed* that teachers use different approaches and instructional materials (M=3.47, SD=0.51) and use differentiated instructions for every activity (M=3.48, SD=0.54). Similarly, they *strongly agree* that teachers engage students with challenges and performance activities (M=3.53, SD=0.55), allowing learners to involve in various tasks that can develop their skills (M=3.57, SD=0.56) and let the students reflect on their understanding (M= 3.55, SD=0.54). The findings indicate that the teacher uses various learning approaches to suit the diversity of learners, various learning materials, and clear directions. It also implies that the teacher employs effective teaching strategies.

**Table 6. Level of the Learning Competencies Applied by the Teacher in terms of Classroom Management**

| STATEMENT                                                                                    | Mean | SD   | Remarks        |
|----------------------------------------------------------------------------------------------|------|------|----------------|
| <b>The teacher can handle various students with different characteristics and knowledge.</b> | 3.53 | 0.54 | Strongly Agree |

|                                                                                            |             |      |                  |
|--------------------------------------------------------------------------------------------|-------------|------|------------------|
| <b>The teacher can provide inclusive education for all students.</b>                       | 3.50        | 0.56 | Strongly Agree   |
| <b>The teacher allows students to contribute to their classroom rules and regulations.</b> | 3.59        | 0.51 | Strongly Agree   |
| <b>The teacher establishes fairness and consistency in the classroom.</b>                  | 3.57        | 0.55 | Strongly Agree   |
| <b>The teacher allows students to be involved in decision-making in their classroom.</b>   | 3.43        | 0.56 | Strongly Agree   |
| <b>Grand Mean</b>                                                                          | <b>3.52</b> |      | <b>Very High</b> |

Legend:

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The result above reveals that the teacher is described in the classroom management's learning competencies as *very highly* supported by the grand (M=3.52). This means that teachers are very competent in the classroom management applied to the learners. It is presented in table 6 that it is *strongly agreed* that teachers can handle various students with different characteristics and knowledge (M=3.53, SD=0.54) and provide inclusive education for all students (M=3.50, SD=0.56). Similarly, they *strongly agree* that teachers allow students to contribute to their classroom rules and regulations (M=3.59, SD=0.51) and establish fairness and consistency in the classroom (M=3.57, SD=0.55) and allow students to be involved in decision-making in their classroom (M= 3.43, SD=0.56). The finding demonstrates that the teachers can manage the classroom well, provide classroom rules and regulations, and understand and handle the learner's behavior and intelligence. It implies that the teachers establish effective classroom management.

**Table 7. Level of the Learning Competencies Applied by the Teacher in terms of Evaluation Skills**

| STATEMENT                                                                                                  | Mean        | SD   | Remarks          |
|------------------------------------------------------------------------------------------------------------|-------------|------|------------------|
| <b>The teacher uses different evaluation sheets for every activity.</b>                                    | 3.43        | 0.55 | Strongly Agree   |
| <b>The teacher promotes participation in subject evaluations.</b>                                          | 3.53        | 0.53 | Strongly Agree   |
| <b>The teacher uses direct student evaluations earlier for the subject.</b>                                | 3.44        | 0.55 | Strongly Agree   |
| <b>The teacher allows the students to evaluate their progress by providing self-regulating activities.</b> | 3.46        | 0.54 | Strongly Agree   |
| <b>The teacher avoids bias in scoring and evaluating students' works.</b>                                  | 3.57        | 0.56 | Strongly Agree   |
| <b>Grand Mean</b>                                                                                          | <b>3.49</b> |      | <b>Very High</b> |

Legend:

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The results above reveal that the teacher's learning competencies in terms of evaluation skills are *very highly* supported by the grand mean of (M=3.49). This means that teachers are very competent in the evaluation skills applied to the learners. Presented in table 7 that it is *strongly agreed* that teachers use different evaluation sheets for every activity (M=3.43, SD=0.55) and promote participation in subject evaluations (M=3.53, SD=0.53). Similarly, they *strongly agree* that teachers use direct students evaluation earlier for the subject (M=3.44, SD=0.55), allowing the students to evaluate their progress by providing self-regulating activities (M=3.46, SD=0.54) and avoid bias in scoring and evaluating students' works (M= 3.57, SD=0.56). The findings show that teachers are adept at assessing students' actions, giving assessment tools to be fair and honest about the students' successes and analyze their growth. It also implies that teachers effectively evaluate the learner's achievements.

3 What is the level of Students' Outcomes in Araling Panlipunan in terms of:

- Refined Critical Thinking Skills
- Demonstrated Self-Motivation
- Improved Mutual Communication and Collaboration

**Table 8. Level of Students' Learning Outcomes in Araling Panlipunan in terms of Refined Critical Thinking Skills**

| STATEMENT | Mean | SD | Remarks |
|-----------|------|----|---------|
|-----------|------|----|---------|

|                                                                             |             |      |                  |
|-----------------------------------------------------------------------------|-------------|------|------------------|
| Students can do thinking practices.                                         | 3.43        | 0.55 | Strongly Agree   |
| Students can determine the importance and relevance of arguments and ideas. | 3.53        | 0.53 | Strongly Agree   |
| Students can identify inconsistencies and errors in reasoning.              | 3.44        | 0.55 | Strongly Agree   |
| Students can approach problems consistently and systematically.             | 3.46        | 0.54 | Strongly Agree   |
| Students can understand links between ideas.                                | 3.57        | 0.56 | Strongly Agree   |
| <b>Grand Mean</b>                                                           | <b>3.49</b> |      | <b>Very High</b> |

Legend:

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The results above reveal that the level of students learning outcomes in Araling Panlipunan was described in terms of refined critical thinking skills, supported by the grand ( $M=3.49$ ). This means that students' outcomes were refined critical thinking skills. It is presented in table 8 that it is *strongly agreed* that if students can do thinking practices ( $M=3.43$ ,  $SD=0.55$ ) and determine the importance and relevance of arguments and ideas ( $M=3.53$ ,  $SD=0.53$ ). Similarly, they *strongly agree* that students can identify inconsistencies and errors in reasoning ( $M=3.43$ ,  $SD=0.55$ ), can approach problems consistently and systematically ( $M=3.46$ ,  $SD=0.54$ ), and can understand links between ideas ( $M=3.57$ ,  $SD=0.56$ ). The findings demonstrate that the students can think, appraise the importance and relevance of arguments and ideas, and deal with problems consistently and methodically. It also indicates that it improves the student's critical thinking.

**Table 9. Level of the Students' Learning Outcomes in Araling Panlipunan in terms of Demonstrated Self-Motivation**

| STATEMENT                                                                                     | Mean        | SD   | Remarks          |
|-----------------------------------------------------------------------------------------------|-------------|------|------------------|
| Students can regulate their ideas and develop their motivation to study.                      | 3.63        | 0.49 | Strongly Agree   |
| Students have confidence in answering their activities.                                       | 3.39        | 0.63 | Strongly Agree   |
| Students build their plans to achieve their goals.                                            | 3.61        | 0.52 | Strongly Agree   |
| Students allow themselves to go out of their comfort zone and learn new things.               | 3.49        | 0.61 | Strongly Agree   |
| Students encourage themselves to think positively despite so much school work and activities. | 3.57        | 0.55 | Strongly Agree   |
| <b>Grand Mean</b>                                                                             | <b>3.54</b> |      | <b>Very High</b> |

Legend:

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The result above reveals that the level of students' outcomes in Araling Panlipunan described in demonstrated self-motivation is *very high*, supported by the grand ( $M=3.54$ ). This means that students' learning outcomes demonstrated self-motivation. It is presented in table 9 that it is *strongly agreed* that students can regulate their ideas and develop their motivation in studying ( $M=3.63$ ,  $SD=0.49$ ) and have confidence in answering their activities ( $M=3.39$ ,  $SD=0.63$ ). Similarly, they *strongly agree* that students build their plans to achieve their goals ( $M=3.61$ ,  $SD=0.52$ ), allow themselves to go out of their comfort zone and learn new things ( $M=3.49$ ,  $SD=0.61$ ) and encourage themselves to think positively despite so much schoolwork and activities ( $M=3.57$ ,  $SD=0.55$ ). The findings show that the learners have demonstrated self-motivation toward learning Araling Panlipunan subjects. They can control their thoughts and increase their enthusiasm to learn. It also implies that the learners enable themselves to step outside of their comfort zone and discover new things.

**Table 10. Level of the Students' Learning Outcomes in Araling Panlipunan in terms of Improved Mutual Communication and Collaboration**

| STATEMENT                                                                                         | Mean | SD   | Remarks        |
|---------------------------------------------------------------------------------------------------|------|------|----------------|
| Students can interact with other classmates and peer groups.                                      | 3.44 | 0.58 | Strongly Agree |
| Students talk with their classmates to improve their interpersonal communication with each other. | 3.48 | 0.61 | Strongly Agree |

|                                                                                              |             |      |                  |
|----------------------------------------------------------------------------------------------|-------------|------|------------------|
| Students willingly participate in their group activities.                                    | 3.51        | 0.56 | Strongly Agree   |
| Students develop leadership and camaraderie among their classmates.                          | 3.51        | 0.59 | Strongly Agree   |
| Students can learn more efficiently when they have other learners who show support for them. | 3.49        | 0.59 | Strongly Agree   |
| <b>Grand Mean</b>                                                                            | <b>3.48</b> |      | <b>Very High</b> |

Legend:

| Scale | Range       | Remarks           | Interpretation |
|-------|-------------|-------------------|----------------|
| 4     | 3.25 – 4.00 | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24 | Agree             | High           |
| 2     | 1.75 – 2.49 | Disagree          | Low            |
| 1     | 1.00 – 1.74 | Strongly Disagree | Very Low       |

The results above reveal that the level of students learning outcomes in Araling Panlipunan was described as improved mutual communication and collaboration, which is *very high*, supported by the grand mean of ( $M=3.48$ ). This means that students' outcomes were improved in mutual communication and collaboration. It is presented in table 10 that it is *strongly agreed* that students can interact with classmates and peer groups ( $M=3.44$ ,  $SD=0.58$ ) and talk with their classmates to improve interpersonal communication with each other ( $M=3.48$ ,  $SD=0.61$ ). Similarly, they *strongly agree* that students willingly participate in the group activities ( $M=3.51$ ,  $SD=0.56$ ), develop leadership and camaraderie among their classmates ( $M=3.51$ ,  $SD=0.59$ ), and can learn more efficiently when they have other learners who show support for them ( $M=3.49$ ,  $SD=0.59$ ). The findings demonstrate that the students can engage with their peers and classmates to strengthen their interpersonal communication skills and foster leadership and friendship among their classmates. It also implies that the learner's mutual communication and collaboration improved.

#### 4. Is there a significant relationship between the learning resources to students' outcomes in Araling Panlipunan?

The computed p-values were compared to the significance level at 0.05 to determine the significant relationship between the learning resources and students' outcomes in Araling Panlipunan.

**Table 11. Significant Relationship Between the Learning Resources and Students' Outcomes in Araling Panlipunan**

| Variable                |                                                 | r-value | Degree of Correlation | p-value | Analysis    |
|-------------------------|-------------------------------------------------|---------|-----------------------|---------|-------------|
| PowerPoint Presentation | Refined Critical Thinking Skills                | 0.428   | Moderate              | 0.000   | Significant |
| Graphic Organizers      |                                                 | 0.557   | Moderate              | 0.000   | Significant |
| Journals and Newspapers |                                                 | 0.602   | Strong                | 0.000   | Significant |
| PowerPoint Presentation | Demonstrated Self-Motivation                    | 0.469   | Strong                | 0.000   | Significant |
| Graphic Organizers      |                                                 | 0.479   | Moderate              | 0.000   | Significant |
| Journals and Newspapers |                                                 | 0.521   | Strong                | 0.000   | Significant |
| PowerPoint Presentation | Improved Mutual Communication and Collaboration | 0.391   | Weak                  | 0.000   | Significant |
| Graphic Organizers      |                                                 | 0.394   | Weak                  | 0.000   | Significant |
| Journals and Newspapers |                                                 | 0.450   | Moderate              | 0.000   | Significant |

\*significant at .05 level of significance

| Range                 | Degree of Correlation |
|-----------------------|-----------------------|
| $\pm 0.81 - \pm 1.00$ | Very Strong           |
| $\pm 0.61 - \pm 0.80$ | Strong                |
| $\pm 0.41 - \pm 0.60$ | Moderate              |
| $\pm 0.21 - \pm 0.40$ | Weak                  |
| $\pm 0.00 - \pm 0.20$ | Negligible            |

From the table above, a *significant* correlation between the level of learning resources and the level of students refined critical thinking skills in Araling Panlipunan is manifested, in terms of PowerPoint presentation ( $r=0.428$ ,  $p=0.000$ ), graphic organizers ( $r=0.557$ ,  $p=0.000$ ), and journals and newspapers ( $r=0.602$ ,  $p=0.000$ ). All correlations are positive, ranging from moderate to vigorous. This means that the teacher's PowerPoint presentations, graphic organizers and journals, and newspapers

contribute to the improvement of students' critical thinking skills through creating interactive presentations with the inclusion of pictures and graphics that apply to the learners. From the table above, a *significant* correlation between the level of learning resources and the level of student's Demonstrated Self-Motivation in Araling Panlipunan is manifested in terms of PowerPoint presentation ( $r=0.469$ ,  $p=0.000$ ), graphic organizers ( $r=0.479$ ,  $p=0.000$ ), and journals and newspapers ( $r=0.521$ ,  $p=0.000$ ). All correlations are positive, ranging from moderate to vigorous. This means that the teacher's PowerPoint presentations, graphic organizers and journals, and newspapers contribute to the improvement of students' Demonstrated Self-Motivation through creating interactive presentations with the inclusion of pictures and graphics applicable to the learners.

From the table above, a *significant* correlation between the level of learning resources and the level of student's Improved Mutual Communication and Collaboration in Araling Panlipunan is manifested in terms of PowerPoint presentation ( $r=0.391$ ,  $p=0.000$ ), graphic organizers ( $r=0.394$ ,  $p=0.000$ ), and journals and newspapers ( $r=0.450$ ,  $p=0.000$ ). All correlations are positive, ranging from weak to moderate. This means that the teacher's PowerPoint presentations, graphic organizers, journals, and newspapers contribute to the improvement of students' Improved Mutual Communication and Collaboration by creating interactive presentations that include pictures and graphics that apply to the learners.

5. Is there a significant relationship between the learning competencies applied by the teacher to students' outcomes in Araling Panlipunan?

**Table 12. Significant Relationship Between the Learning Competencies Applied by the Teacher and Students' Outcomes in Araling Panlipunan**

| Variables                                                                                                                     |                                                 | r-value | Degree of Correlation | p-value | Analysis    |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------|-----------------------|---------|-------------|
| <b>Mastery of the Subject Matter</b><br><b>Teaching Strategies</b><br><b>Classroom Management</b><br><b>Evaluation Skills</b> | Refined Critical Thinking Skills                | 0.520   | Moderate              | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.428   | Moderate              | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.557   | Moderate              | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.602   | Moderate              | 0.000   | Significant |
| <b>Mastery of the Subject Matter</b><br><b>Teaching Strategies</b><br><b>Classroom Management</b><br><b>Evaluation Skills</b> | Demonstrated Self-Motivation                    | 0.521   | Moderate              | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.469   | Moderate              | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.479   | Moderate              | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.521   | Moderate              | 0.000   | Significant |
| <b>Mastery of the Subject Matter</b><br><b>Teaching Strategies</b><br><b>Classroom Management</b><br><b>Evaluation Skills</b> | Improved Mutual Communication and Collaboration | 0.440   | Moderate              | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.391   | Weak                  | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.394   | Weak                  | 0.000   | Significant |
|                                                                                                                               |                                                 | 0.450   | Moderate              | 0.000   | Significant |

\*significant at .05 level of significance

| Range                 | Degree of Correlation |
|-----------------------|-----------------------|
| $\pm 0.81 - \pm 1.00$ | Very Strong           |
| $\pm 0.61 - \pm 0.80$ | Strong                |
| $\pm 0.41 - \pm 0.60$ | Moderate              |
| $\pm 0.21 - \pm 0.40$ | Weak                  |
| $\pm 0.00 - \pm 0.20$ | Negligible            |

From the table above, a *significant* correlation between the level of Learning Competencies and the level of student's refined critical thinking skills in Araling Panlipunan is manifested, in terms of mastery of the subject matter ( $r=0.520$ ,  $p=0.000$ ), teaching strategies ( $r=0.428$ ,  $p=0.000$ ), classroom management ( $r=0.557$ ,  $p=0.000$ ), and evaluation skills ( $r=0.602$ ,  $p=0.000$ ). All correlations are positive and with a moderate degree of correlation. This means that the mastery of the subject matter, teaching strategies, classroom management, and evaluation skills used by the teachers contribute to improving students' critical thinking skills and apply to the learners. From the table above, a *significant* correlation between the level of Learning Competencies and the level of the student's demonstrated self-motivation in Araling Panlipunan is manifested, in terms of mastery of the subject matter ( $r=0.521$ ,  $p=0.000$ ), teaching strategies ( $r=0.469$ ,  $p=0.000$ ), classroom management ( $r=0.479$ ,  $p=0.000$ ), and evaluation skills ( $r=0.521$ ,  $p=0.000$ ). All correlations are favorable and with a moderate degree of correlation. This means that the mastery of the subject matter, teaching strategies, classroom management, and evaluation skills used by the teachers contribute to the improvement of students demonstrated self-motivation. From the table above, a *significant* correlation between the level of Learning Competencies and the level of student's improved mutual communication

and collaboration in Araling Panlipunan is manifested, in terms of mastery of the subject matter ( $r=0.440$ ,  $p=0.000$ ), teaching strategies ( $r=0.391$ ,  $p=0.000$ ), classroom management ( $r=0.394$ ,  $p=0.000$ ), and evaluation skills ( $r=0.450$ ,  $p=0.000$ ). All correlations are favorable and with a weak to moderate degree of correlation. This means that the mastery of the subject matter, teaching strategies, classroom management, and evaluation skills used by the teachers contribute to the improvement mutual communication and collaboration applied to the learners. 325

#### 4. CONCLUSION AND RECOMMENDATION

The result of the study reveals that learning resources and learning competencies have an effect on students learning outcomes. Therefore, the researcher concluded that the null hypotheses stating that "There is no significant relationship between the learning resources and students' learning outcomes" and "There is no significant relationship between the learning competencies applied by the teachers and student's outcomes" are both rejected. on the result of the study, the researcher recommends that: (1) Teachers should use effective learning materials that can help them teach and improve the students' learning outcomes by integrating creative materials in their discussion and/or assessment. (2) Students must continuously improve their critical thinking, motor skills, and collaboration by participating in and doing activities that could help them. (3) Teachers have to maintain their good qualities and characteristics to continually improve the students' learning outcomes in Araling Panlipunan and other subjects. (4) Teachers and schools must involve the students in other tasks and performances to help them improve their skills and abilities. Providing appropriate instructional materials and resources is also essential and (5) Developing other innovations in instructional materials is recommended to increase students' learning outcomes in different fields. Modification and improvement in teaching may also be enhance if needed to constructively address the needs of the students.

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