

Socialization pathways in teaching understanding culture, society, and politics and the performance of grade 11 students

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Abstract

This study aimed to determine the socialization pathways in teaching Understanding Culture, Society, and Politics and the performance of Grade 11 Students in a recent implementation of face-to-face learning modality regarding students' social skills, work skills, and reasoning skills. This study utilized a descriptive correlational design of research. The researcher used a survey questionnaire of three parts, namely: students' profiles; socialization pathways in understanding culture, society, and politics, and the overall performance of grade 11 students. The study was conducted on 242 Grade 11 students, 30 respondents for pilot testing, and the remaining 203 for the actual conduct of the study. Respondents were enrolled from Dagatan National High School, Dolores District, Division of Quezon S.Y. 2023-2024. Two experts validated the research instruments. The lesson exemplar was made to reflect the socialization pathways to be employed by the teacher in the facilitation of teaching-learning. Students were tasked to perform the activities. Survey questionnaires were administered after the four-week instruction period. After the survey, the data were gathered, tabulated, and analyzed. The following is the statistical analysis using the Pearson Product – Moment Correlation Coefficient. There is a considerable relationship between socialization pathways employed by teachers in teaching understanding culture, society, and politics and the performance of Grade 11 students, specifically, the social skills to the representation method and the assigned classroom tasks. Additionally, descriptive statistics such as mean, standard deviation, and percentage were used and revealed that the overall performance of the respondents, grade 11 students, in terms of Social Skills; Work Skills; and Reasoning Skills are all very satisfactory. The researcher found out as well that the extent of the socialization pathways for students employed by teachers in teaching understanding culture, society, and politics as to representation method, assigning classroom tasks, role-playing social situations, and peer tutoring, are all to a great extent.

Keywords: Teaching strategies; socialization pathways

1. The problem and its background

1.1. Introduction

Socialization pathways refer to the various channels and processes through which individuals acquire the knowledge, skills, values, and norms necessary for effective participation in society. Socialization is a lifelong and dynamic process that begins in infancy and continues throughout an individual's life. It plays a crucial role in shaping an individual's identity, beliefs, behaviors, and social interactions. Several key socialization pathways contribute to the development of an individual within a society. (Reynozo, 2021).

Before the hit of the pandemic, we used to say and write “21st-century teaching, 21st-century learning, 21st-century knowledge and skills,” defining these as the 21st-century competencies — critical thinking, communication, collaboration, and creativity. However, during lockdowns, students stay at home as part of measures taken by authorities to control the spread of infectious diseases, such as the COVID-19 pandemic. Lockdowns restrict the movement and activities of the general

population, including students, to minimize social interactions and curb the transmission of the virus. It also reduces face-to-face interactions with peers and teachers, which may impact students' social development and emotional well-being. Staying at home for extended periods can affect students' physical health due to reduced physical activity. Face-to-face engagement and socialization are essential for student's overall development and well-being. While distant learning and virtual interactions have their benefits, they cannot fully replace the rich experiences of face-to-face engagement and socialization. Viewing socialization as an important factor in the development of individuals and the school as one of its pillars, there is a greater need to study its impact on the education and learning of every learner. The diminished emphasis on traditional socialization pathways, such as in-person classes, extracurricular activities, and casual social gatherings, could lead to a generation of students who may struggle with interpersonal relationships and face challenges in navigating the complexities of the social world. Furthermore, it could also create an environment where students have limited opportunities to engage in collaborative learning, critical discussions, and interpersonal skill development. This imbalance can hinder the holistic growth of students, leaving them ill-equipped to navigate social challenges, communicate effectively, and work collaboratively in various settings.

Socialization, as defined by Merriam-Webster dictionary, is the process by which a human being beginning in infancy acquires the habits, beliefs, and accumulated knowledge of society through education and training for adult status. These habits and beliefs are mainly acquired in family, in school, and in groups, an individual is being associated with.

In the same way, according to Young's attribution of socialization was reinforced by Bogardus (2014) as a process of molding an individual in his/her social being. It further clarifies the concept of socialization as a process of working together and developing a group of responsibility, sensibility, and accountability for the needs of others. Giving greater importance to the context in which individuals must socialize, the school is one of the institutions to hone and build it for them. The diminished emphasis on traditional socialization pathways, such as in-person classes, extracurricular activities, and casual social gatherings, could lead to a generation of students who may struggle with interpersonal relationships and face challenges in navigating the complexities of the social world.

Socializing can provide several benefits to one's physical and mental health. It helps build a stronger immune system. Better mental health—interacting with others lightens the mood and feelings of depression may decrease. Being able to socialize well is one of the main reasons of having a good social skill is important. Socializing can be improved by providing activities that will engage students in building their interpersonal skills one of which is through work immersion.

Teaching strategy refers to how much a teacher can teach with creativity, interactivity, and systematic way. Social skills instruction is the deliberate effort by educators to teach social skills to students, typically based on an assessment of needed skills, and then employing an identified. Teachers should teach students in different ways with many teaching aids in the classroom. Teachers must consider the diversity of learners in a learning environment to attain the goal of education, no students will be left behind.

Students have the opportunity to learn and practice skills in the environments they are taught, making it more likely that skills generalize to other school settings (Vincent, Horner, Sugai, 2012).

Whether a student is having difficulty mastering an academic or social task, the teacher should respond by reviewing data to design targeted instruction that addresses the skill deficit. Since most academic environments have expectations for educational and social behaviors, effective social skills instruction should be infused into the general education curriculum (Miller, et al. 2010).

Addressing the socialization pathways in teaching requires a paradigm shift in educational practices. Educators should integrate interactive and collaborative teaching strategies to foster a more socially inclusive learning environment.

Group projects, class discussions, and peer-to-peer learning activities can be incorporated to encourage students to work together, share ideas, and develop effective communication skills.

Furthermore, Professional development programs for educators should also emphasize the importance of social-emotional learning (SEL) in the classroom. Training teachers to recognize and address the social needs of their students can enhance their ability to create a supportive and inclusive atmosphere. Create interactive and engaging learning experiences that promote social interaction.

Interpersonal Relationships: Social skills are essential for building and maintaining positive relationships with others. These skills include effective communication, active listening, empathy, and conflict resolution. **Teamwork:** In both personal and professional settings, the ability to work collaboratively with others is highly valued. Social skills contribute to successful teamwork by fostering a positive and cooperative environment.

Work skills encompass a range of abilities such as time management, organization, adaptability, and problem-solving. Work skills, including adaptability and resilience, are crucial in an ever-changing work environment. Individuals who can quickly learn and adapt to new technologies and work processes are better positioned for success.

Reasoning skills, particularly critical thinking, are vital for analyzing information, solving problems, and making informed decisions. This ability is highly valued in both academic and professional settings. Strong reasoning skills contribute to innovation and creativity. Individuals who can think critically are more likely to come up with new ideas and approaches to challenges. These skills create a cooperative framework that enhances personal growth, enriches interpersonal connections, and positions individuals for success in the multifaceted challenges of life. Recognizing and cultivating these skills is not just a pursuit of knowledge; it is an investment in the holistic development of individuals equipped to thrive in diverse and dynamic environments.

In an interconnected world, globalization has introduced new dimensions to socialization. Exposure to different cultures, languages, and perspectives through travel, international communication, and global media influences individuals' worldviews and cultural awareness. Understanding socialization pathways is crucial for comprehending how individuals become integrated into society, adopt shared values, and contribute to the ongoing evolution of culture. It is a complex interplay of various agents and experiences that shape the way individuals perceive themselves and relate to others in a social context.

Understanding culture, society, and politics can be complex due to the myriad of issues that impact these areas. Some of the key issues and challenges in comprehending these domains include; cultural diversity, cultural relativism vs. universalism, cultural appropriation, social inequality, political ideologies, identity politics, globalization, power and politics, disinformation and media influence, and changing norms and values. (Tiamson, 2020). These issues in understanding culture, society, and politics are multifaceted and often interrelated. They require open-mindedness, cross-cultural awareness, critical thinking, and a commitment to addressing complexities and nuances to foster meaningful dialogue and develop effective solutions to global challenges in the world of classroom teaching and learning by the students.

Academic performance of student individual's success or achievements in their educational pursuits is typically measured through various criteria such as grades, test scores, class participation, and other relevant assessments. It's a reflection of a student's ability to understand, retain, and apply knowledge and skills in an academic setting. Academic performance can be assessed at different levels of education, from elementary and secondary school to higher education and beyond. Various factors can influence the academic performance of the learners. Study habits, motivation, learning environment, resources, health and well-being, etc. To improve academic performance, students can consider developing

effective study skills, setting realistic goals, seeking help when needed, and maintaining a balanced lifestyle. Additionally, educators and institutions can implement strategies to support and enhance the academic performance of their students. It's important to note that academic performance is just one aspect of a person's overall development, and not all individuals excel academically in the same way. Different people have different strengths and weaknesses, and a holistic approach to education should be encouraged to cater to diverse talents and abilities.

1.2. Background of the Study

Socialization is a crucial aspect of a student's overall development, and it plays a significant role in the teaching and learning process. However, there can be challenges and problems related to socialization development in teaching, which can impact the educational experience. Various challenges in the education sector may compromise the learning delivery of education. In the context of basic education, a crisis is a condition in which the regular operation of schools including the relevant offices in the division, region, and central levels was been suspended; and its learners' physical attendance in school is prohibited or limited.

With these scenarios, learners were stuck at home and had limited learning opportunities. Given this past situation, and as part of the response of the Department of Education for the continuity of learning of every learner, a call for a learning continuity plan has been developed. As a result, for almost two years modular and blended learning approaches have been practiced by the school, Dagatan National High School, and approaching and learning to the new normal. As a teacher of Understanding Culture, Society, and Politics in Social Science, the researcher would like to have the students perform effectively the learning competencies in the given MELCs of the said subject and fully participate themselves and make up for the lost time so that they can engage with their teacher and classmates based on their own experiences, realizations and relate themselves in the reality of the many changes and happenings in the society. To do so, the researcher comes up with different strategies approaches, and methods of deepening the learner's understanding of the subject being taught in the new normal and, not limited only to modular, online classes without compromising their health and enhancing their socialization skills as part of their academic development and success. The researcher would like to know if socialization pathways in teaching may have to do in teaching Understanding Culture, Society, and Politics and how it may affect the performance of grade 11 students in the aforementioned subject.

1.3. Conceptual Framework

This research is anchored on the following theories.

Behaviorism theory in which the process of learning occurs because our learning is associated with a condition and that condition is the environment (Terry Crow, Lian-Ming Tian 2006). As such, we learn from our interactions with our environment or surroundings. "Under the realm of behaviorism, the intellect, feelings, and emotions of a person's inner life are not observable or measurable and therefore not investigated. Thus, a behavioral educator would advocate that effective learning is best accomplished by a change in behavior and relies heavily upon behavioral objectives to accomplish the teaching-learning task" (Birzer 2004, pg 393). Classroom teachers have long recognized the importance of social and behavioral skills, viewing cooperation, self-control, and other social skills as critical to achieving academic and behavioral success (Lane, Pierson, & Giver, 2003; Lane, Wehby, & Cole, 2016).

It is in responding to certain situations and actions that we can say one learns. The way one responds reflects in one's behavior and it is associated with the skills and interactions the way he adapts to the environment.

Social development theory refers to a set of theories and perspectives that focus on how individuals and societies grow and change in social, emotional, and cognitive domains. These theories aim to explain how people develop in their interactions with others and within the broader societal context. Several prominent social development theories have been proposed, including:

Erik Erikson's Psychosocial Theory: Erikson's theory of psychosocial development outlines eight stages of human development, each characterized by a specific developmental task or crisis that individuals must resolve. These stages span from infancy to old age and emphasize the importance of social interactions and relationships in shaping one's identity and personality.

Erik Erikson was an ego psychologist who developed one of the most popular and influential theories of development. While his theory was impacted by psychoanalyst Sigmund Freud's work, Erikson's theory centered on psychosocial development rather than psychosexual development.

The stages that make up his theory are as follows: Stage 1: Trust vs. Mistrust (Infancy from birth to 18 months), Stage 2: Autonomy vs. Shame and Doubt (Toddler years from 18 months to three years), Stage 3: Initiative vs. Guilt (Preschool years from three to five), Stage 4: Industry vs. Inferiority (Middle school years from six to 11), Stage 5: Identity vs. Confusion (Teen years from 12 to 18), Stage 6: Intimacy vs. Isolation (Young adult years from 18 to 40), Stage 7: Generativity vs. Stagnation (Middle age from 40 to 65), and Stage 8: Integrity vs. Despair (Older adulthood from 65 to death).

Figure 1. Social Development Theory. Erick Erickson Psychosocial Theory

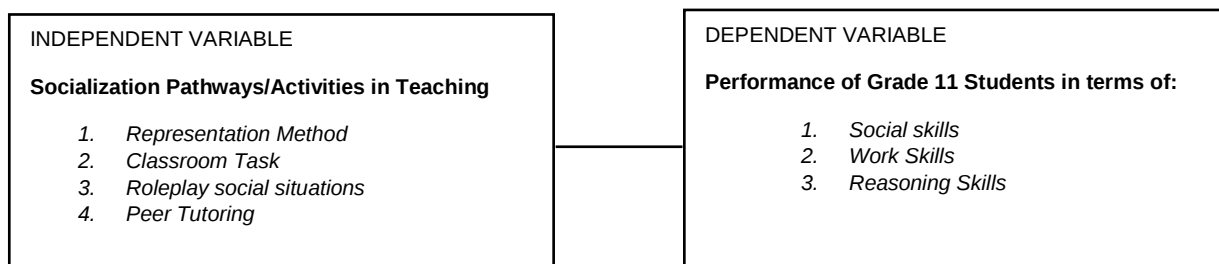


Another theory is **Lev Vygotsky's Sociocultural Theory**: Vygotsky's sociocultural theory emphasizes the significance of social interactions and cultural influences in cognitive development. He introduced the concept of the zone of proximal development, which refers to the difference between what a learner can do independently and what they can achieve with guidance from more knowledgeable individuals. While, **Social Learning Theory (Albert Bandura)**, Social learning theory posits that individuals learn from observing and modeling the behavior of others, especially through processes like imitation and reinforcement. Bandura's theory emphasizes the role of social context and interaction in shaping behavior and **Social Cognitive Theory (Albert Bandura)**, is building on social learning theory, social cognitive theory emphasizes the role of cognitive processes, such as self-regulation and self-efficacy, in social development. It suggests that individuals can actively shape their development by setting and achieving goals.

These social development theories provide valuable insights into how individuals grow and change in response to their social environments, relationships, and cultural contexts. They are widely used in fields such as psychology, education, sociology, and child development to understand and support human development and well-being. Thus, the researcher believes the importance of the stated theories in a deeper understanding of the process of social development in teaching and issues in UCSP to strengthen the student's performance of the Grade 11 learners.

As any teacher knows, it is important to not only teach the students a concept or lesson but also give them a chance to practice what they have learned. As educators, we must consider that we have diverse learners who need differentiated instructions and approaches for their better learning. The same holds for devising socialization strategies that will enhance the skills of the students. We need to provide students with opportunities to learn and practice their social skills. Teachers can provide structured scenarios in which the students can act out and offer immediate feedback, thus, developing their social skills.

Figure 2. The Independent and Dependent Variables, presenting the Socialization Pathways and Performance of Grade 11 students.



1.4. Statement of the Problem

The main focus of this study is to determine the significant relationship of Socialization Pathways in Teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 Students.

Specifically, this study sought answers to the following questions:

1. How do the respondents assess the extent of the socialization pathways employed by their teachers in Teaching Understanding Culture, Society, and Politics as to;

1.1 representation method;

- 1.2 assign classroom tasks;
- 1.3 role-play social situations; and
- 1.4 peer tutoring?

2. What is the performance of the grade eleven students in terms of:

- 2.1 Social Skills;
- 2.2 Work Skills; and
- 2.3 Reasoning Skills?

3. Which among the socialization pathways activities greatly influenced the overall performance?

4. Is there a significant relationship between socialization strategies in teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 students?

1.5. Research Hypothesis

The study was guided by the hypothesis in its null form.

There is no significant relationship between socialization pathways in teaching Understanding Culture, Society, and Politics and the performance of Grade 11 students.

1.6. Significance of the Study

This study aims to find out the effective use of socialization development and current teaching strategies in teaching social studies and how it may affect the performance of grade 11 students.

Specifically, the following may be beneficial to the results of this study:

Learners. The result of this study may help them understand the importance of socialization which will benefit them as they go outside the four corners of their classroom to respond to real-life situations.

Teachers. The result of this study may serve as their reference and guide them to know how to improve their teaching strategies in the aspect of socialization of the students through different programs and activities that may hone their skills, abilities, and knowledge.

Parents. They may understand the importance of socialization among their children and will be the partner of teachers in building student's self-confidence.

Educational Supervisors. The result of this study may help them in developing future policies to enhance the curriculum and programs that will aid the students in performing academically and socially.

Future researchers. They would be able to utilize the baseline data and information regarding the needs of Senior High School students. The findings of this study may be useful as their backup local study for deeper analysis and interpretation.

Community partners. They may be informed on appropriate situations and how to deal with the social problems of the students allowing them to focus on enhancing their services by providing additional skills needed by the students to help them better build themselves.

Policy implementers. The result of the study may allow them to revisit or revise if needed certain implementing rules and regulations relative to the performance of students.

Overall, this research study may help, Dagatan National High School. Students, Staff, Teachers, Parents, Principals, and future researchers in giving standardized and synchronized ways of academic advancement.

1.7. Scope and Limitations

This study will cover socialization development, and current teaching strategies in learning social sciences to increase students' performance in Understanding Culture, Society, and Politics. Grade 11 students in Dagatan National High School for A.Y. 2023-2024 in the Division of Quezon, Quezon. This piece of work gave awareness and a clear understanding of the importance of using socialization developments in teaching social studies that will students to be familiar with the reality and actual events in the community to which they belong. It will cover also the ability of the teacher to develop and apply current issues and strategies in teaching and find out their relationship to the performance of the students.

1.8. Definition of Terms

To facilitate a better understanding of what this study is all about, the following terms were defined operationally:

Representation method. Refers to the strategy where the teacher serves as a role model, demonstrating desired good social skills for their students.

Assign classroom tasks. It refers to the teacher's strategy for developing students' social skills by giving them opportunities to demonstrate responsibility, teamwork, and leadership. Jobs such as handing out papers, taking attendance, and being a leader can highlight a student's strengths and in turn, build confidence.

Role-play situations. Refers to the strategy being employed by the teacher giving the students the chance to practice what they have learned wherein teachers can provide structured scenarios in which the students can act out and offer immediate feedback.

Peer tutoring. Interactions among peers create solutions to problems and share ideas to learn new skills.

Performance. This refers to how well the learner delivers or executes the given task or activity to him/her that focuses on social skills, work skills, and reasoning skills.

Socialization. This refers to grade 11 students' adaptability to the environment and connecting themselves to other people or groups in their area of work.

Socialization activity. This refers to the activities and tasks given to a learner which will enhance his/her social skills.

Socialization pathway. This refers to the plan, approach, and even tactic on how to encourage a learner to actively engage and participate in learning.

Social Skills. This refers to the abilities that enable the grade 11 students to interact effectively and harmoniously with others.

Work Skills. This refers to the abilities and competencies of the students to perform specific tasks and responsibilities given to them.

Reasoning skills. It refers to the ability of the learner to give his or her point of view on some particular topic, issue, or event.

Teacher-student relationship. is a fundamental aspect of education. It refers to the dynamic between an educator (teacher) and a learner (student) within an educational setting, such as a school, college, or university

Parental involvement. refers to the active participation of parents or guardians in their children's education, development, and overall well-being. It encompasses a wide range of activities and behaviors

Academic Performance. refers to how well a student is doing in their academic studies, typically in a formal educational setting, such as a school, college, or university. It is an assessment of a student's ability to understand, learn, and apply knowledge in various subjects or disciplines.

2. Literature review

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This chapter focuses on varied distinct and closely related literature and studies that support the recent investigation. These include *socialization and development, current teaching strategies, and student performance* to provide depth and the necessary background in conceptualizing and developing this study.

2.1. Socialization Strategies

Mirsky (2014) stated that research has proved that social functioning is fundamental and a vital skill for children to have if they are to succeed in the classroom. Social ability can have a significant impact on a child's academic success in the classroom.

More so, Daree et.al (2016) presented the conclusion of (Chu & Zhang, 2015; Morgan et al., 2015; Lo, Correa, & Anderson, 2015; Yoder, 2015) that teaching appropriate social skills and providing opportunities and experiences can increase social interactions and enables students to practice and apply social strategies and skills in actual environments and life situations. It is obvious therefore that providing these types of opportunities is the responsibility of all people who are interacting with the students and requires programs of integrated and pervasive training.

In the same line of thought, Gökel & Dağlı (2017) concluded that students should be given sufficient social support especially those who lack social skills, and it must be ensured with the appropriate health services, increasing their socialization and enabling them to use their skills to make social and cultural activities. Additionally, it helps people to participate in social activities at young ages to develop skills like performing works that will let them be creative and productive in their social lives. Moreover, socialization through education includes different pedagogical approaches which attenuate its culturally active nature (Karpov, (2016).

Furthermore, Gauvain and Perez (2015) pointed out that the influence of schooling on cognitive socialization is significant because this type of learning is sustained over a long and formative period of intellectual development. In addition, the activities of the school, both content and practices, have continuity over childhood and across generations.

Furthermore, during social interaction participants not only make knowledge and ways of thinking available to each other, they also reveal, to some extent, their psychological understanding and perspective. Thus, social interaction can provide insight into whatever is the focus of the interaction and ways of thinking about this information, as well as information about the mind itself and how the mind is related to human action.

Social skills are the methods people use to communicate with others also known as interpersonal communication skills, and this process is called socialization.

However, Social problems among students are common issues in classrooms and also part of the process of socialization- problem-solving. It is important to provide support and interventions to teach students with social and behavioral needs, how to solve problems with other people. It is important to teach students to establish and maintain appropriate relationships and behavior while at school and beyond.

Academic skills are defined as the basic and complex cognitive skills that are the primary educational outcome of elementary and secondary schooling. According to Diperna (2016) stated that during the past two decades, researchers have tried to determine the factors contributing to students' failure in the classroom relating to academic achievement.

Help Me (2020) noted that socialization is the process of passing down norms, customs, and ideologies that are important to society by the previous generations to the younger generations. The school system is a social agency that was created to enhance the processes of socialization through education. The school is a vital agent of socialization because of the amount of time and activities they spend in school. The manifest functions of the school are to educate students on the social norms, and the knowledge and skills that help them become economically productive to benefit society. But students not only learn from the academic curriculum, but they also benefit from socializing with their teachers and peers.

Pressbooks.pub (2020) introduced the term “streaming” as one of the strategies employed in the school which is typically used to apply to formal processes of splitting students into ability groupings and is usually discussed in a manner that focuses on the individual student. According to the author Hugh McGuire, streaming not only serves to increase the efficiency of teaching and classroom management but also results in social groupings of students that have significant social meaning within and outside of the school.

Villaseñor (2016) mentioned in his article that the responsive classroom approach focuses on high-quality instruction and teacher-student interaction to improve student outcomes and strengthen school-community ties it also provides teachers with strategies, practices, resources, and techniques to increase their self-efficacy and create joyful and safe classrooms, recognizing on how students learn as important as what they learn. Evidence shows that this type of program can positively impact students’ academic performance, social skills, and perception of school.

In her article, Gould (2010) explained that regardless of the method or strategy teachers use to teach social skills, it is important to follow an instructional format for social skills instruction like 1. Identify the social skills to be taught, 2. Explain the importance of social skills, 3. Model the skill, 4. Provide examples, 5. Allow for guided practice, 6. Provide opportunities for independent practice, and 7. Continue to monitor student progress.

All literature provides credence to the existing study because it provides a clear picture of the areas of socialization as an important factor in developing cognitive ability that can be very useful in students’ performance. Moreover, the different literature cited can explain the necessity of bringing these two aspects together and can therefore relate to one another.

Gatuyu (2015) concluded that the way a child socialized also affects the way they perform academically in school. This is evidenced by teachers’ responses to his study wherein he further stated that Children who do not socialize well cannot fruitfully engage in learning activities as they are not in the right state of mind to do so. Schools as one of the various agents contribute to the socialization process and thus should be facilitated to do so. Families and peers are other identified agents of socialization.

In addition, Mudathir (2014) revealed that school as a socializing agent contributes positively to students’ academic performance by providing knowledge, skills, attitudes, and moral values, guiding the students toward their future careers, providing adequate curricular and extracurricular activities with help of the government to provide adequate manpower, fund, infrastructural facilities, instructional materials, teacher education development and motivation, enriched curriculum content, monitoring, and evaluation to enable the educational managers to boost the academic excellence of the Junior Schools students.

Moreover, James H. Stronge (2015) discussed that Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. As an educator, a teacher needs to use and develop instructional strategies that vary according to the needs of the students in order to fully develop and enhance their skills. Thus, Socialization can be developed in a learner using different techniques and strategies. These strategies will motivate learners and help them develop their focus attention, organize information for understanding and remembering, and give opportunities to learners to be independent and make meaningful connections between skills and ideas, and real-life situations. Strong social skills are vital for one's success. To build these strong social skills, teachers have a great role in developing these skills inside the classroom. The representation model, as a teacher socialization strategy, teaches students to learn and display good social skills as led by the teacher. Students learn to interact with one another and value individuals. However, assigning classroom jobs provides opportunities to demonstrate responsibility, teamwork, and leadership. In addition, by giving the students the chance to practice what they learn, role-play situations apply. To motivate and engage introverted students, the peer approach is one of the best ways to develop the learner's skills to interact. All these socialization teaching strategies are needed to develop the learners' socialization skills. Teachers must be equipped with research, studies, proffered suggestions, and results to use as educational equipment and tools to assist and help them teach the students basic academic skills while teaching and demonstrating acceptable social skills that will benefit them beyond high school (Tatum, 2006). The changing dynamics of our society and world through technology and global synergy, make it imperative that teachers and educational leaders find solutions to aid students in achieving academic success during their school-age years and prepare them academically and socially for their roles beyond high school (Garrett, 2006).

Gokel and Dagli (2017) also discussed that social skills are learned behaviors therefore training and teaching strategies are extremely important in social skill training. Wherein main purpose of social skills training is to improve the interaction skills of individuals, facilitate their adaptation to the environment where they live, and increase their quality of life. Further, they added that there are two main teaching theories in social skill training. These are the developmental theories and social learning, or cognitive social learning theory as presented by (Cubukcu and Gultekin, 2016). More so, one strategy in teaching social skills is modeling, social skills are introduced by symbolic or living models and show how it should be done. Rehearsing is a very important process in improving one's social skill performance and ensuring the permanence of skills.

McCuin (2012) specified that accordingly, it is vital for teachers to skillfully create a community of learners in which they can safely express, take risks, make mistakes, and still be welcome. This kind of environment allows students to become emotionally connected to teachers and schools. It helps the students to make a good relationship with peers. She added that social skills and emotional perceptions can be taught and modeled for students through explicit teaching, mentoring, and coaching.

Pressbooks (2019) discussed that characteristics in school, teachers, and peer groups all influence the socialization of children. The family remains an important part of children's socialization, they will just have no other significant people in their lives from whom they will learn the skills of social interaction.

In addition, Wolfe (2021) suggested that the best way to ensure that students take an active role in maintaining the classroom is to assign classroom jobs on a rotating basis. Through classroom jobs, students are benefited by giving them

important responsibilities and ownership in the classroom. Rotating a variety of jobs among students will ensure that everyone is sharing these responsibilities and will help prevent jealousy over desirable jobs. Posting the list of classroom jobs with moveable student names will clarify which student is responsible for which job.

Havens (2019) concluded that the use of role-playing could be an active learning strategy that will help children learn how to solve conflicts independently. Role-playing is an active strategy that will require the students to be more involved than they would be if they were just listening to instructions. Research needs to be conducted on using role-play with other ages of students. The hope was to improve teaching practice and student's learning behaviors. Role-playing activities were used during social and emotional learning and student behavior was tracked objectively. Thus, she finally concluded that through role-playing students are involved in learning actively with guidance from the teacher. Using role play in teaching social-emotional skills provides an active way for the teacher to help the students develop the social skills needed to get along with peers in the classroom and to be able to work independently.

Qing (2011) tested role-play within the halfway level and took note that part-play might increment students' intercultural mindfulness and create by and large communicative competence (p. 36). The creator expressed, "Adopting another's social part makes opportunity for experimentation whereas it too makes a noteworthy in learning circumstance both members and audience"

Moreover, Paroginog et.al (2018) mentioned that a primary component of cooperative learning and positive interdependence is attained when every member of a group comes to understand and the group cooperation in achieving their personal and other member's goals, as cited by (Chaiklin, 2003). Interdependence may be in the form of the interconnectedness of goal, task, resource, role, or reward. The positive interdependence outcomes happen when students and other group members are more highly motivated to work cooperatively to succeed when given a task.

Stone, Cooper, and Cant (2013), surveyed a variety of models in their review of the value of peer learning for nursing undergraduates. According to the study, peer learning may be more successful when peers are close in experience or stage of training as it provides a more relaxed, less intimidating, and more "user-friendly" learning experience.

2.2. Performance Skills

Abas and Imam (2016) revealed that similarly, in the school scenario, both the teachers and students should give satisfactory attention to upgrading skills to achieve sound performances.

In the study of Kukenberger et. al (2008), which was also cited by Chiaburu & Harrison (2015), employers' expectations of their employees' performance have risen due to the increment in attention on nurturing talent within organizations in the workplace. To live up to the expectation, workers must be skillful and proactive to develop work-related performance. Nevertheless, they also need to develop skills related to extra-role performance.

Zhui, Liu (2010) defined a socialization process that cannot occur in a vacuum. From the moment students enter the school gate, they start their transition process. Relationships with faculty, peers, and even with external people like employers and families are all significant influences on the process. Besides, university students are a special group who shoulder

expectations and responsibilities from themselves, family, and society. Therefore, during the whole process, the pressure is coming from here and there. All of these will naturally affect students' mental health status.

The performance skills of students can vary widely depending on the individual, their level of understanding, and the specific context. Generally, performance skills are the abilities and competencies demonstrated by students in various aspects of their academic and personal development. Student academic development is the process of intellectual and educational growth, and acquisition of knowledge, skills, and competencies in various subjects. Academic development is influenced by a combination of students' innate abilities, learning environment, teaching methods, and support from teachers, parents, and peers, it can also be improved through guidance, practice, and encouragement from educators and the learning environment. However, students' personal development is a holistic growth and maturation of an individual. It involves the development of social, emotional, physical, and character-related aspects that contribute to their overall well-being and success in life. It's important to note that students may excel in some areas while requiring additional support in others.

2.3. Socialization Pathways

Socialization pathways are a complex and multifaceted process that involves the acquisition of social skills, norms, values, and behaviors within a given culture or society. (Natividad, 2020).

Socialization pathways is a term used in sociology and psychology to describe the process by which individuals, typically in their formative years, learn and internalize the values, beliefs, norms, customs, and behaviors of their culture or society (Danila, 2020). This process helps individuals become functioning members of their social groups and communities. Socialization encompasses a wide range of research, theories, and concepts related to this process. There are key aspects and influential works in socialization stated in the book of Danila (2020).

First is the *Agents of Socialization*, which occurs through various agents, including family, peers, schools, media, and religious institutions. Research often focuses on how these agents influence an individual's development. There are various socialization theories:

Social Learning Theory (Albert Bandura), emphasizes the role of observation and modeling in learning behaviors. It suggests that individuals acquire new behaviors by watching others and imitating them.

Symbolic Interactionism (George Herbert Mead), is a perspective that emphasizes the importance of symbols and language in the socialization process. Mead's work explores how individuals develop a self-concept and social identity through interaction with others.

Another one is *Structural Functionalism (Talcott Parsons)*, this theory posits that socialization contributes to the stability and functionality of society by ensuring that individuals conform to societal norms and values. Lastly the *Conflict Theory (Karl Marx)*, perspective suggests that socialization perpetuates social inequalities and class divisions, as it often reinforces the values of the dominant class. Another significant area of socialization literature focuses on how society teaches and enforces gender roles and expectations. This includes studies on how boys and girls are socialized differently and how this impacts their development.

The *Moral and Ethical Socialization*, (Escobar, 2020) is when researchers examine how individuals develop their moral and ethical values through interactions with their families, communities, and societal institutions. Primary socialization

occurs during early childhood and is typically associated with family and close caregivers. Secondary socialization happens throughout an individual's life as they encounter new social contexts and groups. As technology and digital media have become more prevalent, there is a growing body of literature exploring how online platforms and social media impact the socialization of individuals, particularly among younger generations.

Cross-cultural socialization, is a socialization process vary across different cultures and societies, considering the impact of cultural norms and values on individual development. Some literature focuses on how individuals are socialized into deviant or criminal behaviors, exploring the role of peer groups, subcultures, and other factors. (Anderson, 2019),

Prominent scholars in the field of socialization include Jean Piaget, Erik Erikson, Carol Gilligan, and Lawrence Kohlberg, among others. Their work has significantly contributed to our understanding of the socialization process, especially in terms of cognitive and moral development. Socialization is a multifaceted and dynamic process, and the literature on this topic continues to evolve as society and technology change, leading to new avenues of research and scholarship.

Socialization in education is a dynamic and ongoing process that continues throughout a person's life. It helps individuals integrate into society, develop a sense of identity, and acquire the knowledge and skills they need to succeed in various aspects of life. The educational system plays a critical role in shaping the social. (Matienzo, 2019).

Socialization in the field of education refers to the process through which individuals, particularly students, acquire the knowledge, skills, values, and social norms necessary to become productive members of society. It involves the transmission of culture, social behaviors, and the development of social relationships within an educational setting. Socialization in education occurs at various levels, including early childhood education, primary and secondary schooling, and higher education. The key aspects of socialization in the field of education are;

Cultural Transmission, Educational institutions play a crucial role in transmitting the culture of a society. Students learn about their cultural heritage, language, history, and societal norms through their educational experiences. Schools and colleges are places where students learn about the social norms, values, and ethics of their community and society. They acquire an understanding of what is considered acceptable behavior and values, such as honesty, responsibility, and respect for others. (Salandanan, 2020).

Peer Interaction is one of the essential aspects of socialization in education is the interaction with peers. Students learn how to form relationships, collaborate, and navigate social hierarchies through interactions with their classmates. Educators and school staff serve as important authority figures in a student's life. Students learn how to respect and interact with authority figures, which prepares them for similar interactions in the wider world. Educational institutions can influence students' understanding of gender roles, identities, and social expectations. Schools play a role in shaping students' perceptions of themselves and others. (Galvez, 2021).

Education also plays a significant role in preparing students to become responsible citizens. Students learn about their rights and responsibilities as citizens and gain an understanding of how government and democracy work. Critical Thinking and Problem-Solving fosters critical thinking skills and problem-solving abilities, which are essential for individuals to make informed decisions and actively engage in society. In diverse educational settings, students have the opportunity to interact with individuals from different cultural backgrounds. This exposure can lead to greater tolerance and understanding of cultural diversity. (Theras, 2020).

The curriculum itself can be a tool for socialization. The subjects and content taught in schools can shape students' worldviews and perspectives on various topics. Extracurricular activities, such as sports, clubs, and community service, offer additional opportunities for socialization. Students learn teamwork, leadership, and social skills through these activities.

Alongside the formal curriculum, there is often a "hidden curriculum" that includes unspoken norms, expectations, and values within the educational system. This can include aspects like punctuality, discipline, and obedience. (Sanchez, 2019).

2.4. Inclusive Education in Socialization Pathways of Education

Inclusive education is an educational approach that aims to provide equal educational opportunities for all students, including those with disabilities or special needs, within regular mainstream educational settings. Socialization is an essential aspect of inclusive education, as it involves the integration of all students, regardless of their differences, into the same learning environment. (Escueta, 2021).

Inclusive education has its roots in the disability rights movement, which advocated for equal opportunities for individuals with disabilities. Historically, students with disabilities were often segregated from their peers, but inclusive education seeks to change this by promoting the socialization of all students. Numerous studies have highlighted the positive effects of socialization in inclusive education. These benefits include improved self-esteem, increased empathy and tolerance among students, and enhanced communication skills. Students with disabilities also tend to perform better academically and develop a greater sense of belonging in inclusive settings.

Effective inclusive education relies on the practices of teachers and the school environment. Teachers play a crucial role in fostering socialization by promoting peer interactions and providing individualized support to students with disabilities. Schools that adopt a welcoming and accepting atmosphere tend to promote socialization more effectively. Socialization in inclusive education depends heavily on peer relationships. Studies have shown that when students without disabilities interact with their peers who have disabilities, they tend to become more accepting and understanding. These relationships can lead to long-term friendships and an inclusive culture within the school.

While inclusive education offers numerous benefits, it also presents challenges. Some barriers to socialization in inclusive settings include negative attitudes and misconceptions about disabilities, lack of teacher training, and inadequate support services. Addressing these barriers is essential to ensure successful socialization. (Messurin, 2021).

The involvement of parents and the wider community can also impact socialization in inclusive education. When parents are engaged in the educational process and the community supports inclusive practices, it can further enhance the socialization of students with disabilities. Inclusive education is a global concept, and various countries have different approaches to implementing it. Comparative studies have examined the effectiveness of inclusive education and its impact on socialization in diverse cultural and educational contexts.

Research in inclusive education and socialization continues to evolve. Future directions may include exploring the role of technology, innovative teaching strategies, and policies that promote inclusive education. Inclusive education and socialization are interconnected concepts that emphasize the importance of providing equal educational opportunities and fostering positive social interactions for all students. The literature shows that when implemented effectively, inclusive education can promote socialization, leading to numerous benefits for students, both with and without disabilities. However, addressing challenges and promoting best practices are ongoing tasks for educators, policymakers, and researchers in the field of inclusive education.

2.5. Technology and Social Media in Socialization Pathways

Certainly, technology and social media have had a significant impact on socialization in recent years. Socialization is the process through which individuals learn and internalize the values, norms, and behaviors of their culture and society. Technology and social media have both positive and negative effects on this process. (Lundal, 2021).

Positive Effects of Technology and Social Media on Socialization, (a.) *Communication and Connection*, studies have highlighted the positive role of technology and social media in facilitating communication and connection among individuals. These platforms allow people to maintain relationships over long distances and bridge gaps in time and space. (b.) *Diverse Social Networks*, Social media can expose individuals to diverse perspectives, cultures, and ideas, promoting cross-cultural understanding and expanding social networks beyond one's immediate physical surroundings. (c.) *Educational Opportunities*, Technology, especially through online courses and educational resources, can enhance learning and provide opportunities for skill development, contributing to an individual's socialization process. (Lundal, 2021).

Negative Effects of Technology and Social Media on Socialization. (a.) *Isolation and Loneliness*, some research suggests that excessive use of technology and social media can lead to feelings of isolation and loneliness, as people may substitute online interactions for in-person ones. (b.) *Cyberbullying and Negative Peer Influence*, Social media platforms can be breeding grounds for cyberbullying and negative peer pressure, which can negatively impact the socialization of young people. (c.) *Filter Bubbles and Echo Chambers*, Algorithms on social media can create filter bubbles and echo chambers, where individuals are exposed to only information and viewpoints that align with their existing beliefs, potentially hindering a well-rounded socialization process. (Lundal, 2021).

The Impact on Identity Formation is; (a.) *Online Identity*, Technology, and social media have influenced how individuals construct and present their identities. Users often curate an online persona that may not always align with their real-world selves, raising questions about the authenticity of online socialization. (b.) *Comparison and Self-esteem*, The constant exposure to idealized versions of others' lives on social media can lead to social comparison and potential negative effects on self-esteem, especially among younger users.

In terms of Privacy Concerns, (Sanchez, 2020). Emphasize the following; (a.) *Data Privacy Concerns* regarding data privacy and the collection of personal information by social media companies have raised questions about the extent to which individuals can maintain control over their socialization experiences.

Digital Natives and Digital Immigrants are the concept of digital natives (those who grew up with technology) and digital immigrants (*those who adopted it later in life*) has been explored in the context of socialization. Digital natives may have different socialization patterns and expectations compared to digital immigrants.

Parenting and Technology, studies of (Lacsamana, 2019), have examined how parents navigate the use of technology by their children. This includes the role of parents in mediating technology use and guiding their children's socialization in the digital age. It's important to note that the impact of technology and social media on socialization is complex and multifaceted, with individual experiences varying widely. Future research in this area is likely to continue exploring these dynamics and their implications for society. As technology continues to evolve, so too will its impact on how we socialize and form relationships.

The teacher-student relationship in socialization highlights the significance of these relationships in education, their impact on academic and socioemotional development, and the various factors that influence them. Understanding and improving these relationships is crucial for creating a positive learning environment and promoting students' holistic development. This also presents a comprehensive analysis of existing research and scholarly work on the topic. This relationship is a crucial aspect of education and has a significant impact on students' social, emotional, and academic development. (Marquez, 2020).

Factors Influencing Teacher-Student Relationships are;(1.) *Teacher characteristics*, Studies often investigate how teachers' personalities, teaching styles, and communication skills impact the quality of the relationship. (2.) *student characteristics*, the personality, behavior, and academic performance of students can influence their relationships with

teachers. (3.) *classroom environment*, the classroom climate, class size, and the level of teacher support can affect teacher-student interactions. (Marquez, 2020).

The Impact on Academic Outcomes, Research suggests that positive teacher-student relationships can enhance student engagement, motivation, and academic achievement. Teachers who create a supportive and caring classroom environment tend to have students who perform better academically. Positive teacher-student relationships can foster students' socioemotional development by providing a safe and nurturing environment. Students with strong teacher-student bonds may have improved self-esteem, self-regulation, and interpersonal skills. (Saliendra, 2018).

Some studies have indicated that the quality of teacher-student relationships in early education can have lasting effects on students' later social and academic development. Researchers and educators have explored various strategies to enhance teacher-student relationships, including mentoring programs, teacher training, and fostering a positive classroom atmosphere. Teacher professional development in areas such as classroom management and interpersonal skills is crucial for improving relationships. The nature of teacher-student relationships may vary across different cultures and educational contexts. It is essential to consider the cultural and societal influences on teacher-student dynamics. Some literature addresses the challenges in establishing positive relationships, such as conflicts, power dynamics, and boundary issues. Ethical considerations include the importance of maintaining professional boundaries while nurturing positive relationships.

The literature suggests the need for further research to explore the long-term impact of teacher-student relationships and to develop effective interventions. The role of technology and online education in shaping teacher-student relationships is an emerging area of interest. (Guam, 2018).

Parental involvement in socialization is a crucial aspect of a child's development, and it has been a topic of extensive research and study in the fields of psychology, sociology, and education. (Hernandez, 2021), emphasizes parental involvement in socialization as ways in which parents actively participate in shaping their children's values, beliefs, behaviors, and overall development. It encompasses various aspects, such as emotional support, communication, role modeling, and the provision of resources. Numerous studies emphasize the significance of parental involvement for a child's well-being and successful socialization.

Researchers have identified different parenting styles, including authoritarian, permissive, authoritative, and neglectful. The parenting style employed by caregivers significantly impacts a child's socialization. For instance, authoritative parenting, characterized by warmth and firm boundaries, is often associated with positive social outcomes for children.

Effective communication between parents and children is crucial for socialization. Studies have shown that open, supportive, and non-judgmental communication between parents and children fosters trust, facilitates emotional expression, and promotes the development of social skills. Parents serve as role models for their children. Observing and imitating parental behavior plays a significant role in a child's socialization. Positive role modeling, such as demonstrating empathy, respect, and pro-social behavior, can have a profound impact on a child's social development. (Jimenez, 2019).

The influence of parental involvement in socialization can vary across cultures and socioeconomic backgrounds. Cultural norms, values, and parenting practices can significantly affect how parents engage in their children's socialization. Parental involvement doesn't exist in isolation from other socialization agents. The interplay between the family, school, and peers is crucial in shaping a child's social development. Parents who are engaged with their children's educational experiences can positively impact their socialization within the school environment. Numerous studies have identified challenges and barriers to parental involvement in socialization, including work-related demands, single-parent households, and cultural differences in parenting expectations. Understanding and addressing these barriers is essential for promoting effective parental involvement.

(Londres, 2019) deepen her longitudinal studies have shown that the level of parental involvement in a child's socialization can influence outcomes in adolescence and adulthood. It can affect academic achievement, mental health, relationships, and overall life satisfaction.

Researchers and practitioners have developed various programs and interventions aimed at enhancing parental involvement in socialization. These interventions often focus on improving parenting skills, promoting communication, and providing support to parents. Parental involvement in socialization is a multifaceted and dynamic process with far-reaching implications for a child's development. Future research should continue to explore the nuances of parental involvement across different contexts and its long-term impact on individuals and society.

Parental involvement in socialization is a complex and multifaceted area of study with significant implications for child development. Understanding the various dimensions of parental involvement and its influence on children's socialization is essential for parents, educators, and policymakers interested in promoting positive outcomes for the next generation. Current Teaching Strategies in Socialization Pathways.

It's essential to note that the effectiveness of teaching strategies can vary depending on the subject, grade level, and individual student needs. (Lardizabal, 2022). Enumerates current teaching strategies However effective teaching strategies based on existing research up to point.

Active Learning, learning strategies involve engaging students in activities that require them to participate, think critically, and apply what they've learned. This can include group discussions, problem-solving exercises, debates, and hands-on activities. Research suggests that active learning promotes better retention and understanding of material compared to passive learning. In a flipped classroom, students are exposed to course content before class through readings or videos, and class time is dedicated to discussions, problem-solving, and application of the material. This approach can increase student engagement and allow for more interactive learning experiences. *Problem-based learning* is an instructional approach in which students work on real-world problems, often in small groups. They are required to investigate and solve these problems, which fosters critical thinking and problem-solving skills. Collaborative learning encourages students to work together on tasks or projects. It can take various forms, including group projects, peer teaching, and cooperative learning. Collaboration helps students develop teamwork, communication, and interpersonal skills.

Inquiry-based learning encourages students to ask questions, investigate topics, and discover answers through their research and exploration. It promotes curiosity, self-directed learning, and critical thinking. Integrating technology into teaching, such as using online platforms, multimedia resources, and educational apps, can enhance student engagement and provide opportunities for personalized learning. Differentiated instruction tailors teaching methods to meet the individual needs and learning styles of students. Teachers may use a variety of resources and approaches to address diverse learning preferences. Universal Design for Learning (UDL) is an inclusive teaching framework that aims to make education accessible to all students, including those with disabilities. It involves providing multiple means of representation, engagement, and expression to accommodate diverse learners. Culturally Responsive Teaching, Recognizing and valuing the diverse backgrounds of students, culturally responsive teaching incorporates culturally relevant materials and perspectives into the curriculum. This approach fosters inclusivity and empowers all students to succeed.

Moreover, research on teaching strategies is ongoing, so staying current with the latest findings and innovations in education is crucial. Additionally, the adoption of teaching strategies may also be influenced by cultural and institutional factors. Therefore, it's essential to consider the specific context when implementing these strategies.

2.6. Students' Academic Performance in Socialization

The process of socialization refers to how individuals, particularly students, acquire the norms, values, behaviors, and skills needed to function effectively within a particular society or group. (Patriciano, 2020), Presents a comprehensive literature review, including the impact of socialization on students' performances, encompassing academic, psychological, and social dimensions.

In academic performance, Peer Influence are numerous studies have shown that peer groups significantly impact academic performance. Students often adopt study habits and attitudes towards education from their peers. Positive peer influence can motivate students to excel academically, while negative influences may lead to poor performance. The quality of interaction between teachers and students can affect academic performance. A supportive and encouraging learning environment can enhance a student's motivation and engagement, leading to improved performance.

The socialization process greatly shapes students' self-concept and self-esteem. Positive interactions and recognition from peers and teachers can boost a student's self-confidence, leading to better psychological well-being and overall performance. As students interact with diverse groups and individuals, they develop their identities and values. This can influence their aspirations, motivation, and commitment to academic success. Effective communication is crucial for academic and social success. Socialization within family, peer groups, and educational settings can influence a student's communication skills, which, in turn, affects their relationships and academic performance. (Patriciano, 2020).

Students' understanding of cultural and social norms through socialization impacts their behavior and adaptation to school culture. Conformity or resistance to these norms can influence their experiences and performance. Students' socialization at home is often tied to their socioeconomic background. This can affect their access to educational resources, opportunities, and the level of academic support they receive, which subsequently influences their performance.

With the rise of digital platforms and social media, students' socialization has extended to the online sphere. The digital environment can influence not only their study habits but also their social interactions, potentially impacting their academic performance and mental health. Socialization processes are influenced by gender roles and cultural expectations. These factors can shape students' perceptions of themselves and their roles within society, affecting their choices, aspirations, and ultimately, their academic performances. (Patriciano, 2020).

Some schools implement programs to foster positive socialization and enhance students' interpersonal skills and overall well-being. These interventions can positively impact academic performance by providing a supportive environment. (Patriciano, 2020).

3. Research methodology

This chapter presents the research design, methodology, sources of data, subjects of the study, instrumentation, data-gathering procedure, and statistical treatment that will be used in the study.

3.1. Research Design

The researcher used a *descriptive-correlational design of research*. This type of research design is used in the field of social science and psychology to examine the relationship between two or more variables. It aims to describe the existing characteristics or behaviors that are related to each other. This study aims to find out the relationship between socialization pathways in teaching Understanding Culture, Society, and Politics and the performance of the grade 11 students. The

independent variables were the socialization pathways/Activities in teaching Understanding Culture, Society, and Politics which consist of representation method, assign classroom tasks, role-play social situations, and peer-tutoring.

3.2. Respondents of the Study

The respondents of the study were the 242 Grade 11 students randomly selected from students enrolled in Understanding Culture, Society and Politics subject at Dagatan National High School, Senior High School. S.Y. 2023-2024, in Dolores, Quezon. The researcher conducted the study at Dagatan National High School, Dolores, Quezon.

Table 1. Distribution of Respondents by Section

Section	Respondents
Grade 11 ABM	48
Grade 11 EIM	23
Grade 11 GAS 1	41
Grade 11 GAS 2	32
Grade 11 HE	36
Grade 11 SMAW	16
Grade 11 STEM	46
Total	242

3.3. Sampling Technique

This study used purposive sampling to participate in the survey and assessment. The researcher selected the respondents evenly the respondents from the seven sections of Grade 11 to Dagatan National High School, Senior High School Level.

Purposive sampling is a non-random sampling technique where the researcher deliberately selects participants based on basic criteria relevant to the research question or objectives.

3.4. Research Instrument

To determine the effectiveness of socialization activities, the researcher used a survey questionnaire consisting of students' profiles, socialization pathways in teaching Understanding Culture, Society and Politics, in terms of representation method, assign classroom tasks, role play social situations, and peer tutoring and the overall performance in terms of social skills, work skills, and reasoning skills of grade 11 students.

Furthermore, the mentioned survey questionnaire consists of three (3) parts and was administered to the respondents, which included the following:

Part I. Profile of the students. This portion consists of the name, age, and gender of the respondents.

Part II. Socialization pathways in teaching Understanding Culture, Society and Politics. Different pathways such as representation method, assigned classroom tasks, role-playing social situations, and peer tutoring will be utilized and the results are verbally interpreted using the following coded scheme:

4.50 - 5.00	Very Great Extent (VG)
3.50 - 4.49	Great Extent (GE)
2.50 - 3.49	Moderate Extent (ME)
1.50 - 2.49	Little Extent (LE)
1.00 - 1.49	Very Little Extent (VLE)

Part III. Overall performance of the students. This survey questionnaire measured the performance of the students in terms of social skills, work skills, and reasoning skills. The results of this survey will be verbally interpreted as:

4.50 - 5.00	Outstanding (O)
3.50 - 4.49	Very Satisfactory (VS)
2.50 - 3.49	Satisfactory (S)
1.50 - 2.49	Unsatisfactory (U)
1.00 - 1.49	Very Unsatisfactory (VS)

The researcher used a lesson exemplar (see appendix) which covered the instruction period involving activity that pertained to the socialization pathways that served as one of the variables in the study.

In the construction of the survey questionnaire, the researcher followed the steps in making survey questionnaires as planning, preparing, administering, and evaluating.

4.5. Research Procedures

The researcher conducted the study regarding the socialization pathways in teaching understanding culture, society, and politics and the performance of grade 11 students. This study was conducted at Dagatan National High Schools, Division of Quezon.

Before conducting the study, the researcher presented a communication letter addressed to the Schools Division Superintendent and the school Head of Dagatan National High School in Dolores District Division of Quezon seeking permission to conduct the study.

Furthermore, the researcher secured the parental consent of the student respondents upon the approval of the school head. The letter assured confidentiality of the information that will be gathered. After the approval of the letter and securing of parental consent, the researcher proceeded with the conduct of the study which is the pre-implementation phase. This phase included the external and internal validation and the pilot testing of the instrument that was used in the study. Before the pilot testing, the researcher also secured a letter requesting for the external and internal validation of the instrument. The validators consist of (1) master teacher and (1) school head. After the validation of the instruments, the researcher pilot-tested the survey questionnaire.

After the validation of the research instruments, the researcher facilitated the teaching-learning activities. The researcher conducted activities in each section during class hours.

The survey questionnaire was administered to the student respondents after the instruction. Consequently, the data gathered was carefully tallied, tabulated, and analyzed and arrived at reliable results.

3.6. Statistical Treatment of Data

The following are the statistical treatments applied in the study.

To determine the overall performance of the respondents, grade 11 students in terms of Social Skills; Work Skills; and Reasoning Skills, the results of the gathered data to be processed using descriptive statistics such as mean, standard deviation, and percentage will be used.

Pearson Product – Moment Correlation Coefficient (r_{xy}). This tool will be used to determine whether there is no significant correlation between the teachers' teaching strategies to develop the social skills of students and students' overall performance.

4. Presentation, analysis and interpretation of data

This chapter presents the study's findings in tabular form with their respective interpretation.

Table 1. Extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics as to Representation Method

Statements My teacher utilized appropriate activity that...	Mean	Standard Deviation	Verbal Interpretation
1. organize an active engagement in every activity.	4.38	0.84	Great Extent
2. provides an opportunity to transfer skills and ideas.	4.29	0.77	Great Extent
3. provide equal opportunities among learners.	4.05	1.24	Great Extent
4. create positive opportunities in every situation.	4.28	0.79	Great Extent
5. create a context that introduces new learning.	4.20	0.97	Great Extent
6. develop a high value of self-confidence among learners.	4.20	0.73	Great Extent
7. Make meaningful connections between skills and ideas.	4.31	0.78	Great Extent
8. Improves cooperative activities and collaboration.	4.33	0.77	Great Extent
9. Utilize the proper use of various teaching strategies.	4.27	0.78	Great Extent
10. Relates oneself to others.	4.31	0.88	Great Extent
OVERALL	4.26	0.83	Great Extent

Legend: 4.50-5.00 Very Great Extent; 3.50-4.49 Great Extent; 2.50-3.49 Moderate Extent; 1.50-2.49 Little Extent; 1.00-1.49 Very Little Extent

As shown in Table 1, the indicator *organize an active engagement in every activity* has the highest mean of 4.38 while the indicator *provides equal opportunities among learners* has the lowest mean of 4.05.

Generally, the learners perceived the teachers' socialization pathways as to representation method effective with an overall mean of 4.26 and interpreted as a great extent.

The students engaged in activities focused on their teacher's leading examples of displaying good social skills, and remarkable outcomes unfolded. They have observed and internalized these behaviors, students learned valuable lessons in communication, empathy, cooperation, and conflict resolution. They witnessed firsthand how effective social skills can positively impact relationships, both inside and outside the classroom. As the students practice and emulate these skills, they

cultivate a supportive and inclusive learning environment where everyone feels heard, respected, and valued. Ultimately, this leads to stronger peer relationships, enhanced collaboration, and improved overall well-being, contributing to a positive and enriching educational experience for all involved.

It is common among us to utilize activities that engage learners to organize an active engagement in every activity to instill the quality of the learning experience.

The study of Pressbooks (2019) discussed that the role of teachers as a new authority figure in students' lives is more than just a new person from whom the child must take direction; they influence the socialization of children in several ways. The influence teachers exert over students in their delivery of curriculum has been addressed and shapes the socialization of students by other processes as well, more so, the characteristics of the school, teachers, and the peer group all influence the socialization of children within school settings. The family remains an important part of children's socialization, even when they enter into school. Children, however, will now have other significant people in their lives from whom they will learn the skills of social interaction.

Table 2. Extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics as to Assign Classroom Tasks

Statements	Mean	Standard Deviation	Verbal Interpretation
The activity provided helps me to...			
1. organize my thoughts and ideas before presenting the activity.	4.29	0.81	Great Extent
2. list effective techniques for generating lists of ideas.	4.07	0.71	Great Extent
3. discuss ideas that led to the best solutions or performance.	4.24	0.82	Great Extent
4. become responsible in performing the assigned task.	4.25	0.84	Great Extent
5. take accountability for the deliverables expected of me.	4.14	0.82	Great Extent
6. have mastery of the activity.	3.95	0.85	Great Extent
7. think clearly before I respond.	4.27	0.97	Great Extent
8. express myself clearly.	4.20	0.87	Great Extent
9. be keen on details.	3.80	1.10	Great Extent
10. encourage others.	4.31	0.73	Great Extent
OVERALL	4.15	0.82	Great Extent

Legend: 4.50-5.00 Very Great Extent; 3.50-4.49 Great Extent; 2.50-3.49 Moderate Extent; 1.50-2.49 Little Extent; 1.00-1.49 Very Little Extent

The data in Table 2 shows that indicator no.10 *encourage others* and is perceived by learners to a “great extent” with a mean of 4.31 and a standard deviation of 0.73. Meanwhile, indicator no.9 *be keen on details* has the lowest mean and is perceived by learners at the “great extent” with a mean of 3.80 and a standard of 1.10.

As a whole, the respondents perceived that the activity in terms of assign classroom tasks affects them to a “great extent” with a mean of 4.152. This implies that learners can do the activity and provide them great help with their work in school.

Because the teacher incorporated assigned classroom tasks to develop students' social skills, remarkable outcomes emerged. With these tasks, students had structured opportunities to collaborate, communicate, and interact with their peers. This fosters the development of essential social skills such as teamwork, empathy, active listening, and conflict resolution. As students work together to complete assignments, they learn to appreciate diverse perspectives, navigate group dynamics, and support one another's learning. Over time, these experiences cultivated a positive classroom culture built on mutual respect, cooperation, and shared responsibility. Students became more confident in their ability to engage with others both academically and socially, leading to improved relationships and a more inclusive learning environment and had a great extent result.

Wolfe (2021) suggested that the best way to ensure that students take an active role in maintaining the classroom is to assign classroom tasks on a rotating basis. Classroom tasks have the added benefit of giving students important responsibilities and ownership in the classroom. Rotating a variety of tasks among students will ensure that everyone is sharing these responsibilities and will help prevent jealousy over desirable tasks. Posting the list of classroom tasks with moveable student names will clarify which student is responsible for which tasks.

Table 3. Extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics as to Role-Play Social Situations

Statements	Mean	Standard Deviation	Verbal Interpretation
With the help of the activity, I can ...			
1. express my feelings and increase awareness of how others think and feel.	4.29	0.81	Great Extent
2. relate to how other people will likely respond to different situations.	4.19	0.82	Great Extent
3. practice different approaches in handling situations.	4.18	0.85	Great Extent
4. provide opportunities to learn and practice social skills.	4.44	0.78	Great Extent
5. use imagination to put yourself in others' shoes.	4.26	0.86	Great Extent
6. help people understand one's situation.	4.32	0.89	Great Extent
7. takes responsibility for my actions.	4.29	0.92	Great Extent
8. build self-confidence.	4.45	0.77	Great Extent
9. explore new ideas.	4.17	0.95	Great Extent
10. practice new skills.	4.28	0.97	Great Extent
OVERALL	4.29	0.83	Great Extent

Legend: 4.50-5.00 Very Great Extent 3.50-4.49 Great Extent 2.50-3.49 Moderate Extent 1.50-2.49 Little Extent 1.00-1.49 Very Little Extent

From the results of the table 3, shows that indicator no.8 build self-confidence has the highest mean of 4.45. Indicator no.9 explore new ideas has the lowest mean of 4.17 and has the verbal interpretation of “great extent”.

Overall, the activity in terms of role-play social situations affect the learners into a “great extent” with a mean of 4.29. The results dictate that the students are inclined to role-play social situations. In student role-play activities, great outcomes happened because of students' active engagement, creativity, and collaboration. The students fully immerse themselves in their assigned roles and gain a deeper understanding of the subject matter while honing their communication and problem-solving skills. It was a successful role-play scenario because it enhanced empathy, critical thinking, and a sense of ownership over their learning journey. Additionally, these activities foster a dynamic learning environment where students feel empowered to explore various perspectives and develop solutions to complex problems, as reflected in the results.

Havens (2019) in his study pointed out that teachers look for new strategies to use in the classroom that will improve student learning because it is believed that children learn more and retain more when they are involved in active learning. Role-playing is a way for students to be involved in learning in an active manner that includes guidance from the teacher. Using role play in teaching social-emotional skills provides an active way for the teacher to help the students develop the social skills needed to get along with peers in the classroom and to be able to work independently.

Qing (2011) tested role-play within the halfway level and took note that part-play might increment students' intercultural mindfulness and create by and large communicative competence. The creator expressed, “Adopting another's social part makes opportunity for experimentation whereas it too makes a noteworthy learning circumstance for the members and for the audience”. The creator too expressed, “Content-based part plays deliver understudies the special opportunity to investigate another culture in detail from an assortment of points of view.

Table 4. Extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics as to Peer Tutoring

Statements The activity helps me to...	Mean	Standard Deviation	Verbal Interpretation
1. develop a sense of acceptance and humility	4.25	0.84	Great Extent
2. allow me to compare my thoughts with others.	4.09	0.95	Great Extent
3. cooperate and build stronger relationships/friendships.	4.31	0.79	Great Extent
4. practice values of respect, care, and value.	4.51	0.74	Great Extent
5. provide opportunities for peer tutoring.	4.07	0.94	Great Extent
6. work collaboratively with my partner.	4.09	1.03	Great Extent
7. encourage participation/interaction.	4.11	1.02	Great Extent
8. respect and accept others' opinions.	4.45	0.95	Great Extent
9. foster a great sense of belonging.	4.00	0.98	Great Extent
10. learn from others.	4.25	1.00	Great Extent
OVERALL	4.21	0.88	Great Extent

Legend: 4.50-5.00 Very Great Extent; 3.50-4.49 Great Extent; 2.50-3.49 Moderate Extent; 1.50-2.49 Little Extent; 1.00-1.49 Very Little Extent

Table 4 shows that indicator no.4 practice values of respect, care, and value has the highest mean of 4.51, while indicator no.9 foster a great sense of belonging has the lowest mean of 4.00.

In general, the activity in terms of peer tutoring has a mean of 4.136 and is interpreted as a “great extent”. Peer tutoring activities yield significant benefits for both the tutor and the student being tutored. When students engage in peer tutoring, they not only reinforce their own understanding of the material but also develop essential communication, leadership, and empathy skills. For the tutor, peer tutoring provides an opportunity to solidify their knowledge by explaining concepts to others, fostering a deeper understanding of the subject matter. Having a great extent result it reflected that it helps them improved their communication skills as they articulate complex ideas clearly and concisely. Additionally, peer tutoring cultivates leadership qualities as tutors take on the responsibility of guiding their peers through the learning process. On the other hand, the student receiving tutoring benefits from personalized support and guidance from a peer who may be able to explain concepts in a way that resonates with them. Furthermore, peer tutoring encourages collaboration and cooperation, as students work together towards a common goal of academic success. Overall, peer tutoring activities result in a great extent by enhancing academic achievement, promoting social-emotional development, and fostering a supportive learning community within the classroom.

Zhui, Liu (2010) defined a socialization process that cannot occur in a vacuum. From the moment students enter the school gate, they start their transition process. Relationships with faculty, peers, and even with external people like employers and families are all significant influences on the process. Besides, university students are a special group who shoulder expectations and responsibilities from themselves, family, and society.

Stone, Cooper, and Cant (2013), surveyed a variety of models in their review of the value of peer learning for learners. According to the study, peer learning may be more successful when peers are close in experience or stage of training as it provides a more relaxed, less intimidating, and more “user-friendly” learning experience.

Table 5. Summary of the Extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics

Socialization Pathways Utilized in Teaching Understanding Culture, Society, and Politics	Overall Mean	Standard Deviation	Verbal Interpretation
1. Representation Method	4.26	0.83	Great Extent
2. Assign Classroom Tasks	4.15	0.82	Great Extent
3. Role Play Social Situations	4.29	0.83	Great Extent
4. Peer Tutoring	4.21	0.88	Great Extent
OVERALL	4.228	0.84	Great Extent

Legend: 4.50-5.00 Very Great Extent 3.50-4.49 Great Extent 2.50-3.49 Moderate Extent 1.50-2.49 Little Extent 1.00-1.49 Very Little Extent

From the results of Table 5, it can be observed that the “role-play social situations” has the highest mean of 4.29 with a Standard Deviation of 0.83 and is verbally interpreted as “Great Extent”. The overall mean is 4.228 and the SD is

0.84 and interpreted as “Great Extent”. Therefore, it goes to show that all of the socialization Pathways were perceived to a “Great Extent”.

The student's performance in a given task can vary depending on several factors. It often reflects their understanding of the subject matter, their ability to apply learned concepts, their level of engagement, and their effort into the task. High performance typically indicates mastery of the material, effective problem-solving skills, and strong critical-thinking abilities as reflected to a great extent. On the other hand, lower performance may suggest areas where students need additional support or clarification, such as gaps in knowledge or misunderstanding of key concepts. Ultimately, assessing students' performance helps educators tailor their instruction to meet individual learning needs and provide targeted support for growth and improvement to be able to obtain a very great extent result.

Table 6. Overall Performance of Grade 11 Students in Terms of Social Skills

I can...	Statements	Overall Mean	Standard Deviation	Verbal Interpretation
1.	learn from and listen to the suggestions of the people surrounding me.	4.21	1.00	Very Satisfactory
2.	listen and understand expectations and follow through on time.	4.10	0.94	Very Satisfactory
3.	show respect and courtesy in dealing with my family and friends.	4.22	1.00	Very Satisfactory
4.	show tact in dealing with different people I come in contact with.	3.97	0.99	Very Satisfactory
5.	show appreciation and gratitude for any assistance granted to me.	4.25	0.84	Very Satisfactory
6.	show poise, self-confidence, and a well-groomed appearance.	4.07	1.03	Very Satisfactory
7.	willingly try new schemes for better learning.	4.03	0.89	Very Satisfactory
8.	use courteous manners and behaviors	4.40	1.02	Very Satisfactory
9.	take part in making decisions.	4.19	1.04	Very Satisfactory
10.	show emotional maturity.	4.14	0.96	Very Satisfactory
OVERALL		4.16	0.94	Very Satisfactory

Legend: 4.50 - 5.00 Outstanding (O); 3.50 - 4.49 Very Satisfactory (VS); 2.50 - 3.49 Satisfactory (S); 1.50 - 2.49 Unsatisfactory (U); 1.00 - 1.49 Very Unsatisfactory (VS)

Table 6, shows that most students have very satisfactory performance in work performance in social skills with a mean of 4.40 and a standard deviation of 1.02. it means it cultivates a positive atmosphere and mutual respect, understanding, and harmonious interactions in any social setting.

The student's overall performance in terms of social skills reaches a very satisfactory level, which signifies several positive outcomes. It indicates that students have developed strong interpersonal abilities that allow them to navigate social situations effectively and form meaningful connections with their peers. In such cases, it was revealed that the students demonstrated active listening, empathy, and the ability to communicate clearly and respectfully. They exhibited a keen understanding of social cues and demonstrated appropriate behavior in various contexts, such as group discussions,

teamwork activities, and conflict-resolution scenarios. Overall, students' performance in social skills is very satisfactory, which indicates that they are well-equipped to thrive not only academically but also in their personal and professional lives, as strong social skills are essential for success in various social and professional settings.

Based on the study of Chaiklin (2003), as cited by Paroginog et.al (2018), a primary component of cooperative learning and positive interdependence is attained when every member of a group comes to understand and manifest the need for group cooperation in the achievement of their personal goals, the other member's goals, and the goals of the whole group. Interdependence may be in the form of the interconnectedness of goal, task, resource, role, or reward. The positive interdependence outcomes happened more highly motivated to work cooperatively and task success depends on the participation of other group members and the outcome was revealed as very satisfactory.

Table 7. Overall Performance of Grade 11 Students in Terms of Work Skills

I can...	Statements	Overall Mean	Standard Deviation	Verbal Interpretation
1.	understand fully the linkage or connection between my tasks to previous, intervening, and subsequent tasks.	4.18	0.87	Very Satisfactory
2.	plan carefully on how to execute the tasks given to me.	4.13	1.05	Very Satisfactory
3.	show flexibility in the process of going through my tasks.	4.06	0.97	Very Satisfactory
4.	demonstrate my ability to follow instructions Accurately.	4.07	0.95	Very Satisfactory
5.	handle the details of the work assigned to me.	4.26	0.77	Very Satisfactory
6.	accepts criticisms willingly and evaluation Positively.	4.26	0.82	Very Satisfactory
7.	come up with sound suggestions for problem.	4.03	0.89	Very Satisfactory
8.	demonstrate the task with minimum Supervision.	4.00	1.04	Very Satisfactory
9.	innovate ideas and find new ways.	4.16	0.98	Very Satisfactory
10.	be thorough and precise in details	4.01	0.88	Very Satisfactory
OVERALL		4.12	0.89	Very Satisfactory

Legend: 4.50 - 5.00 Outstanding (O); 3.50 - 4.49 Very Satisfactory (VS); 2.50 - 3.49 Satisfactory (S); 1.50 - 2.49 Unsatisfactory (U); 1.00 - 1.49 Very Unsatisfactory (VS)

Table 7 shows the overall performance of grade 11 students in terms of work skills on the statements handling the details of the work assign to learners and accepting criticisms willingly and evaluation positively with a mean of 4.26 and standard deviation of 0.82 and 0.77. The student's overall performance in terms of work skills reaches a very satisfactory level, it reflected their ability to effectively apply themselves to tasks, projects, and assignments. Overall, students' performance in work skills is very satisfactory, which indicates that they are well-prepared for success in academic, professional, and personal endeavors, as these skills are essential for achieving goals and contributing positively to various aspects of life.

These are consistent with the findings of Abas and Imam (2016) revealed that job performance in government agencies involving non-job specific roles is linked to employees' competence in using employability skills in the

fundamental, personal management, and teamwork categories. With skill competence, they could easily anticipate, adjust to, and act on the present and future changing needs, conditions, and demands of employers and workplaces. For this reason, employers and employees alike should give adequate attention to the upgrading of skills for fulfilling the contextual dimension of job performance.

In the study of Kukenberger et. al (2015), which is also cited by Chiaburu & Harrison (2008), employers' expectations of their employees' performance have risen due to the increment of attention on nurturing talent within organizations in the workplace. To live up to the expectation, workers must be skillful and proactive to develop task-related performance. Nevertheless, they also need to develop skills related to extra-role performance.

Table 8. Overall Performance of Grade 11 Students in Terms of Reasoning Skills

I can...	Statements	Overall Mean	Standard Deviation	Verbal Interpretation
1.	recognize complexity and reflect upon issues from different perspectives	4.07	0.89	Very Satisfactory
2.	understand the concept and main idea of a <i>certain topic</i> .	4.16	0.91	Very Satisfactory
3.	learn laws and prescribed modes of behavior	4.13	0.85	Very Satisfactory
4.	make a judgment about whether actions are right or wrong.	4.00	1.07	Very Satisfactory
5.	make comments and judge fairly in an issue.	4.00	1.01	Very Satisfactory
6.	express my thoughts freely and with considerations	4.16	0.85	Very Satisfactory
7.	explain my point clearly in a certain issue.	4.21	0.84	Very Satisfactory
8.	reflect upon issues independently.	4.01	0.91	Very Satisfactory
9.	think critically and logically.	4.16	0.90	Very Satisfactory
10.	defend my own opinion.	4.02	1.11	Very Satisfactory
	OVERALL	4.09	0.91	Very Satisfactory

Legend: 4.50 - 5.00 Outstanding (O); 3.50 - 4.49 Very Satisfactory (VS); 2.50 - 3.49 Satisfactory (S); 1.50 - 2.49 Unsatisfactory (U); 1.00 - 1.49 Very Unsatisfactory (VS)

In Table 8, it shows that indicator no.7 explain my point clearly in a certain issue a large number of learners have a very satisfactory performance in reasoning skills with a mean of 4.21 and standard deviation of 0.84 while indicator no. 4 and 5 make a judgement about whether actions are right or wrong and make comments and judge fairly in an issue has the lowest mean of 4.00 and a standard deviation of 1.07 and 1.01. This means that the group of learners has portrayed an excellent performance in showing their reasoning skills.

The student's overall performance in terms of reasoning skills reaches a very satisfactory level, it reflects their ability to think critically, analyze information, and solve problems effectively. Students consistently demonstrate their ability to evaluate information and identify assumptions to a certain topic, issue, or event. Overall, when students' performance in reasoning skills is very satisfactory, it indicates that they are well-equipped to navigate the complexities of the modern world, make informed decisions, and contribute positively to society. These skills are essential for success in academic, professional, and personal contexts, as they empower individuals to think critically, solve problems creatively, and approach challenges with confidence.

To obtain outstanding performance, it could also look to some areas where students need additional support or clarification, such as gaps in knowledge or misunderstanding of key concepts. Ultimately, assessing students' performance helps educators adapt their lessons to meet individual learning needs and provide targeted support for growth and improvement.

Nnorom (2013) concluded that the high reasoning students perform much better than low-reasoning students whether boys or girls and so the implication is that, the classroom teacher needs to monitor the students to understand skills of need in their reasoning abilities which has become necessary since adequate use of reasoning skills foster academic achievement of students.

Table 9. Correlation of Socialization Pathways in Teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 Students

Socialization Pathways/ Activities in Teaching	Dependent Variables Performance of Grade 11 Students		
	Social Skills	Work Skills	Reasoning Skills
Representation Method	0.975***	0.973***	0.963***
Assign Classroom Task	0.978***	0.988***	0.982***
Role-play social situation	0.984***	0.976***	0.968***
Peer Tutoring	0.995***	0.991***	0.984***

Legend: **correlation is significant at 0.01 level (two-tailed) *correlation is significant at 0.05 level (two-tailed) N=90, r value is significant at ** $p < 0.05$ level

Table 9, shows that socialization pathways in teaching are highly significant toward social skills with r value in representation method 0.975, assign classroom tasks 0.978, role play social situation 0.984, and peer tutoring 0.995 are interpreted as a positive strong correlation. It can be observed that the teaching strategies employed by the teacher are mainly inclined toward developing students' leadership and independence in accomplishing grouped activities. The correlation between socialization pathways in teaching understanding culture, society, and politics and students' performance is significant and multifaceted. Socialization pathways refer to the various ways in which students interact with their peers, teachers, and the learning environment as they acquire knowledge and skills. Overall, the correlation between socialization pathways in teaching understanding culture, society, and politics and students' performance emphasizes the value of creating a supportive and inclusive learning environment where students feel connected, engaged, and empowered to succeed. By nurturing positive social interactions, building strong relationships, and fostering collaborative learning experiences, teachers can enhance students' academic achievement and overall well-being. Regular feedback and assessments help track progress and identify areas for improvement

In terms of representation method and role-play social situations above Table 9, the data reveals that in general there is a significant difference in the socialization pathways and the performance of the grade 11 students. The difference in results implies there were students with learning disabilities or difficulties may struggle to grasp concepts or complete tasks at the same pace as their classmates without appropriate support.

Some students failed to meet the expectations because their skills were yet to be developed. Students may lack essential skills hindering their ability to perform tasks effectively. Pressure, bullying, or social dynamics within the classroom can also create distractions or discourage students from engaging in the tasks.

Other students may have different learning preferences or styles that are not accommodated in the classroom, leading to difficulties in understanding and retaining information.

Addressing these factors requires a multifaceted approach, including targeted interventions, support services, and creating a nurturing learning environment that caters to diverse needs and abilities.

This result can be supported by the findings of Gökel & Dağlı (2017). According to them, when people participate in social activities at a young age, it shows that they can perform tasks that will make them creative and productive in their social lives.

On the other hand, as the table presents the activities in teaching are highly significant in work skills with an r value in assign classroom tasks 0.988 and peer tutoring 0.991. This can be attributed to the present learning modality where students could interact physically. The students are actively engaging where there is a high possibility of portraying active engagement. Socialization does have a significant relationship with the performance skills of the students. The study of Erturk (2014) states that socialization can be used as an active learning strategy. This learning activity can be implemented more often in the study of business and computing courses. This strategy can be experimented with by the teachers by thinking of new scenarios for their lessons.

In addition, as indicated in the table socialization pathways are highly significant to reasoning skills with r value in representation method 0.963, assign classroom task 0.982, role play social situations 0.968, and peer tutoring 0.984. Guido (2017) mentioned that developing reasoning and critical thinking skills are one of the advantages of socialization. Socialization does have a significant relationship with the performance skills of the students.

Table 10. Significance and Correlation of Socialization Pathways in Teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 Students

Predictor	Estimate	SE	t	p
Intercept	-0.243	0.0332	-7.33	< .001
Representation Method	-0.144	0.048	-3.01	0.003
Classroom Task	0.537	0.0488	11.01	< .001
Roleplay social situations	-0.198	0.0519	-3.82	< .001
Peer Tutoring	0.853	0.0428	19.92	< .001

$R = 0.996$; Adj. $R^2 = 0.992$; $F(4, 198) = 6004$; $p < .001$

With the results given in the table, the study shows that there is a considerable relationship between the socialization pathways in teaching understanding culture, society, and politics and the performance of grade 11 students. All the activities had a meaningful influence on the overall performance of students through socialization pathways that promoted collaboration, communication, and interpersonal skills while also fostering a positive classroom environment.

Overall, activities promoted meaningful socialization pathways contributed to the overall performance of students by enhancing their interpersonal skills, fostering a positive classroom environment, and promoting academic achievement.

By incorporating these activities into teaching practices, teachers create dynamic learning experiences that empower students to succeed academically and socially.

To summarize, socialization pathways are highly significant towards the overall performance in Understanding Culture, Society, and Politics. Furthermore, socialization is significantly related to the performance skills of the respondents. This can be supported by the study conducted by Colvin (2007) wherein the use of socialization pathways is something that can be grafted into a standard classroom configuration with automatic success. The system must be designed specifically with socialization in mind. It is a whole system of training and support concerning the socialization of students, teachers, and instructors in the interaction. These findings can be attributed to the recent implementation of the face-to-face learning modality where socialization can be installed during teaching-learning activities.

5. Summary of findings, conclusions and recommendations

This chapter presents the summary of findings, conclusions, and recommendations based on the problem presented herein by the researcher.

5.1. Summary

This study determined the Socialization Pathways in Teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 students.

Specifically, this study sought answers to the following questions: 1. How do the respondents assess the extent of the socialization pathways employed by their teachers in teaching Understanding Culture, Society, and Politics as to; 1.1. representation method; 1.2. assign classroom tasks; 1.3. role-play social situations; and 1.4 peer tutoring? 2. What is the performance of the grade eleven students in terms of: 2.1 Social Skills; 2.2 Work Skills; and 2.3 Reasoning Skills? 3. Which among the socialization pathways activities greatly influenced the overall performance? And 4. Is there a significant relationship between socialization strategies in teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 students?

With the above questions, the study was guided by the null hypothesis; there is no significant relationship between socialization pathways in teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 students.

The method used in the study is a descriptive-correlational design.

A researcher-made questionnaire was validated by the adviser, panel members, a school head from Santisimo Rosario Elementary School, and a master teacher from San Pablo City Integrated High School. It was given to the respondents through face to face where they answered the survey questionnaires.

The questionnaire underwent pilot testing before administering to the actual respondents who are the grade 11 students enrolled in Dagatan National High School, S.Y. 2023-2024. The data gathered was carefully tabulated, interpreted, and correlated using mean, weighted mean, and Pearson correlation.

5.2. Findings

The following is the summary of findings based on the result of the study in line with the specific problems presented.

1. **On the extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics as to Representation Method.**

All indicators have “**Great Extent**” as verbal interpretation. Generally, the learners professed the teachers’ socialization pathways effective to a great extent with a mean of 4.262. Teachers utilize activities that engage learners to have an active engagement to instill the quality of the learning experience.

2. **On the extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics as to Classroom Tasks.**

All indicators have “**Great Extent**” as verbal interpretation with an average mean of **4.152** which is of **Great Extent**. The learners perceived that the activity in terms of assigned classroom tasks affects them to a “great extent” with a mean of 4.152 which implies that they can do the activity and provide them great help with their work in school.

3. **On the extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics as to Role-Play Social Situations.**

All indicators have a verbal interpretation of “**Great**”. Overall, the activity in terms of role-play social situations affects the learners into a “great extent” with a mean of 4.29. This means that learners are inclined into social situations in which their ability to communicate is a great extent.

4. **On the extent of the Socialization Pathways of Students Employed by Teachers in Teaching Understanding Culture, Society, and Politics as to Peer Tutoring**

All indicators all “**Great Extent**” as verbal interpretations. As a whole, activities in terms of peer tutoring have a mean of 4.21 and are interpreted as having a “great extent”. This means that teachers make sure that learners will develop a sense of responsibility and connection to partners and peers.

5. **On the overall performance of Grade 11 students in terms of social skills**

Most students have a **very satisfactory** performance in work performance in social skills with a mean of 4.40 and standard deviation of 1.02 which means that learners are inclined in their way of communicating, especially in their activities in school which require social skills.

6. **On the overall performance of Grade 11 students in terms of work skills**

Most of the learners have a **very satisfactory** performance in work skills with a mean of 4.26 and a standard deviation of 0.82 a large number of learners have an outstanding performance in work skills with a mean of 4.00 and a standard deviation of 1.04. This means that learners perform, in terms of performing tasks using work skills.

7. **On the overall performance of Grade 11 students in terms of reasoning skills**

A large number of learners have a **very satisfactory** performance in reasoning skills. With a mean of 4.21 and a standard deviation of 0.84, it means that the group of learners has shown an excellent performance in showing their reasoning skills.

8. **On the socialization pathways in teaching understanding culture, society, and politics and the performance of Grade 11 students**

The relationships representation method-social skills and assign classroom tasks social skills are significant with the correlation value of 0.975 and 0.978. Thus, it can be noted that the social skills of the learners are affected slightly depending on the strategy of the teacher in terms of representation method and assign classroom tasks.

9. **Correlation of Socialization Pathways in Teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 Students**

The socialization pathways in teaching are highly significant toward social skills with r value in representation method 0.975, assign classroom tasks 0.978, role play social situation 0.984, and peer tutoring 0.995 are interpreted as a positive strong correlation

10. **Significance and Correlation of Socialization Pathways in Teaching Understanding Culture, Society, and Politics and the Performance of Grade 11 Students**

The study shows that there is a considerable relationship between the socialization pathways in teaching understanding culture, society, and politics and performance skills of grade 11 students. All the activities had a meaningful influence on the overall performance of students through socialization pathways that promoted collaboration, communication, and interpersonal skills while also fostering a positive classroom environment.

5.3. *Conclusions*

Based on the findings of the study the following conclusions are hereby drawn:

1. The extent of the socialization pathways for students employed by teachers in teaching understanding culture, society, and politics as to representation method, assign classroom tasks, role-playing social situations, and peer tutoring, are all with of great extent.
2. The overall work performance of Grade 11 students in terms of social skills, work skills, and reasoning skills are all very satisfactory.
3. During the application of the teaching strategies the teacher found out that other strategies can used to improve the performance of the students like providing specific and constructive feedback on their work, focusing on areas for improvement, and offering guidance on how to make progress.
4. As a result, the posited hypothesis that there is no significant relationship between the statement of the problem in Teaching Understanding, Culture, Society, and Politics and the Performance of Grade 11 Students was rejected.

5.4. Recommendations

Considering the conduct of the study, the results, and the conclusions, the researcher now recommends the following:

1. The school heads and teachers may be encouraged to maintain their standards in school programs and projects for the socialization and development of learners, which is essential for success in life. Teachers may also be encouraged for the sustainable and continuous conduct of team-building activities, recollections, and other monthly school programs and activities that foster leadership and promote investigation, cooperation, focus, determination, discovery, and creativity.
2. Teachers may always teach, provide, and reinforce the use of good socialization strategies to include, accommodate, and create a more inclusive classroom and support the social skill development of the students.
3. Teachers may also explore devising strategies that portray socialization skills that can be adaptable by learners through social situations. Employing outcome-based activity that will ensure the development of macro and creative domains of learners can be also implemented.
4. Teachers may also provide structured scenarios in which the students can act out and offer immediate feedback. Training and seminars for teachers may also help them construct more efficient activities and programs for developing effective instruction.
5. Future researchers may use this study as the baseline data and information regarding the need of Senior High School students to utilize socialization pathways for improving the performance of students in Social Science.
6. As a result of this study it may be recommended that Socialization Pathways as enumerated may serve as guidelines for Social Studies teachers in teaching Understanding Culture, Society, and Politics, and other social sciences subjects at the Senior High School level.

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Making this research paper into a reality required the support and contributions of various individuals; without them, this manuscript would not have met the goals of the study. The researcher would like to extend heartfelt acknowledgment and gratitude to the following:

DR. MARIO R. BRIONES, University President, and the Panel of Examiners' Chairperson, who transpires the mission and vision of the university in many facets that led every researcher to pursue graduate studies;

ATTY. RUSHID JAY S. SANCON, PH.D., the Campus Director of LSPU-SPCC, for the immeasurable support and endeavor in the area of research;

DR. EDEN C. CALLO, Vice-President for Academic Affairs, for giving guidance and encouragement to every researcher in pursuing the degree;

DR. EDILBERTO Z. ANDAL, Dean of Graduate Studies and Research for his endless reminders and time in every consultation, which gives strength to the researcher to finish his degree;

DR. NELIA T. SALVADOR, research adviser, for extending her priceless and precious time, for the expertise and encouragement that led the researcher on the right path, and for the patience, sacrifices, and understanding in evaluating the researcher's work;

PROF. RONA CHRISTINA M. ALMAZAN, subject specialist, had given her support in the initial development of this study and for her insights and comments during the entire course of the research.

DR. AGRIPINA F. BANAYO, statistician, for the conversation during the data gathering and for noteworthy comments and suggestions to improve this research paper;

PROF. CHESTER M. DEREQUITO, technical editor, who had given his constructive criticism and suggestions to have a better outcome of this study;

MR. DENNIS G. GUTIERREZ, Head Teacher 1 and **MRS. RUTH B. BANZUELA**, Master Teacher 1, Araling Panlipunan Department, SDO San Pablo, for sharing their time and insights on their field in validating the research instrument;

GRADE 11 STUDENTS of Dagatan National High School, SY 2023-2024, the respondents, for their time and cooperation during the conduct of the study which led to the best result;

FAMILY AND FRIENDS of the researcher, for the continuous support and inspiration.

Above all, to the highest gratitude to the **ALMIGHTY GOD** for giving the researcher so much strength, knowledge, wisdom, and good health in making this possible despite the situation.

Marites V. Montierro

Dedication

To the Almighty God

Your guidance and wisdom have been my guiding light towards accomplishing this mission you have entrusted to me. I pray that this brings further glory to you, my Lord.

To my loved ones, my family, and friends

You are my avid fans who never stopped believing in me, and who have given me untiring Support and overflowing sparks of encouragement and waves of inspiration. Your understanding hearts and kind souls pushed me forward.

To everyone who put their trust in me

I may not always believe in myself, but your faith has empowered me and kept me from overcoming challenges and striving for success.

Marites V. Montierro

Appendix A. Request Letter to the Public Schools Division Supervisor



Republic of the Philippines
Department of Education
 Region IV-A CALABARZON
 SCHOOLS DIVISION OF QUEZON PROVINCE
 DOLORES DISTRICT

1st Indorsement
 02 February 2024

Respectfully forwarded to the Principal of Dagatan National High School, **SERAFIN M. CARINGAL**, the herein letter of request of **MRS. MARITES V. MONTIERRO**, Teacher II of Dagatan National High School to conduct research study entitled **“SOCIALIZATION PATHWAYS IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS AND THE PERFORMANCE OF GRADE 11 STUDENTS”**

It is deemed necessary, be reminded that this activity shall be subject to the non-disruption of classes policy stipulated in DepEd Order No. 9, s. 2015 entitled Measures to Increase Time-on-task and ensuring compliance therewith. Activities will not be in any way disrupt any classes as per DepEd Order No. 022, s. 2023.

For your comment and approval.


MARIO PABLO V. UMALI JR.
 Public Schools District Supervisor



“Delivering Outstanding Learning Outcomes and Recognition for Exemplary Services”

Marquez St., Brgy. Bayanihan, Dolores, Quezon, Philippines
 mario.umali@depd.gov.ph
 042-373-3716

Appendix B. Letter to the School Head



Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna

COLLEGE OF TEACHER EDUCATION- GRADUATE STUDIES AND APPLIED RESEARCH

SERAFIN M. CARINGAL

Principal III

Dagatan National High School

II District Division of Quezon

Sir:

The undersigned is undergoing a study on "**SOCIALIZATION PATHWAYS IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS AND THE PERFORMANCE OF GRADE 11 STUDENTS**" as one of the requirements for the Master of Arts in Education, Major in Social Science

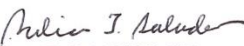
In connection with this as the researcher, I am humbly asking a request from your good office to allow me to conduct the said study in Dagatan National High School rest assured that the data and information gathered will be treated with confidentiality.

Thank you very much and God bless you!

Very Truly Yours,


MARITES V. MONTIERRO
Researcher

Noted:


NELIA T. SALVADOR
Thesis Adviser

Approved/Disapproved:


SERAFIN M. CARINGAL
Principal III

Appendix C. Letter to the Student – Respondents



Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna

COLLEGE OF TEACHER EDUCATION- GRADUATE STUDIES AND APPLIED RESEARCH

FEBRUARY 1, 2024

Dear Respondent,

Good day!

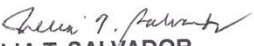
The undersigned is currently conducting her thesis entitled, "**SOCIALIZATION PATHWAYS IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS AND THE PERFORMANCE OF GRADE 11 STUDENTS**", in partial fulfillment of the requirements for the degree, Master of Arts in Education, major in Social Science.

In this connection, the researcher would like to ask for your cooperation in accomplishing the **Survey Questionnaire and all the materials** needed for the study. Rest assured that all information will be kept confidential and with utmost anonymity.

Thank you very much.


MARITES V. MONTIERRO
Researcher

Noted:


NELIA T. SALVADOR
Thesis Adviser

Appendix D. Parental Consent



Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna

COLLEGE OF TEACHER EDUCATION- GRADUATE STUDIES AND APPLIED RESEARCH

01 FEBRUARY 2024

Dear Parents/Guardians,

Good day!

The undersigned is currently conducting his thesis entitled, **"SOCIALIZATION PATHWAYS IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS AND THE PERFORMANCE OF GRADE 11 STUDENTS"** in partial fulfillment of the requirements for the degree. Master of Arts in Education, major in Social Science.

In this connection, the researcher would like to ask for your permission to conduct the survey questionnaire and test relative to the Social Science 11 class of the students for this third academic quarter school year 2023-2024. This undertaking is intended for research purposes only.

Rest assured that the gathered data will be treated with the utmost confidentiality.

Thank you very much and keep safe.

Respectfully yours,


MARITES V. MONTIERRO
Researcher

Appendix E. Letters to the external validators



Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna

COLLEGE OF TEACHER EDUCATION- GRADUATE STUDIES AND APPLIED RESEARCH

DENNIS GUTIERREZ

Principal 1
Santisimo Rosario Elementary School
City School Division of San Pablo
San Pablo City

Sir,

Good day!

The undersigned is currently conducting her thesis entitled "**SOCIALIZATION PATHWAYS IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS AND THE PERFORMANCE OF GRADE 11 STUDENTS**" as one of the requirements for the Master of Arts in Education, Major in Social Science.

With your expertise, I am humbly asking for your assistance with the **External validation** of the attached questionnaire, the said instruments have already undergone editing after the **Internal Validation**. Please feel free to make revisions or add details to the given instruments.

I hope to merit your favorable response regarding this matter.

Thank you very much.

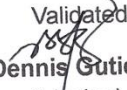
Very Truly Yours,

MARITES V. MONTIERRO
Researcher

Noted:


NELIA T. SALVADOR
Thesis Adviser

Validated:


Dennis Gutierrez
Principal 1



Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna

COLLEGE OF TEACHER EDUCATION- GRADUATE STUDIES AND APPLIED RESEARCH

FEBRUARY 01, 2024

RUTH B. BANZUELA

Master Teacher I
San Pablo City Integrated High School
Division of San Pablo City
San Pablo City

Ma'am,

Good day!

The undersigned is currently conducting her thesis entitled "**SOCIALIZATION PATHWAYS IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS AND THE PERFORMANCE OF GRADE 11 STUDENTS**" as one of the requirements for the Master of Arts in Education, Major in Social Science.

With your expertise. I am humbly asking for your assistance with the **External validation** of the attached questionnaire, the said instruments have already undergone editing after the **Internal Validation**. Please feel free to make revisions or add details to the given instruments.

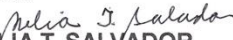
I hope to merit your favorable response regarding this matter.

Thank you very much.

Very Truly Yours,


MARITES V. MONTIERRO
Researcher

Noted:


NELIA T. SALVADOR
Thesis Adviser

Validated:


Ruth B. Banzuela
Master Teacher I

Appendix F. Letter to the dean of CTE-GSAR



Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna

COLLEGE OF TEACHER EDUCATION- GRADUATE STUDIES AND APPLIED RESEARCH

01 FEBRUARY 2024

EDILBERTO Z. ANDAL, EdD
Dean, CTE/GSAR
LSPU-SPC

Dear Sir

I, the undersigned am presently conducting research entitled "**SOCIALIZATION PATHWAYS IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS AND THE PERFORMANCE OF GRADE 11 STUDENTS**" I had my Proposal Defense last December 14, 2023, and was able to incorporate all the recommendations and suggestions of the panel of examiners and experts in the fields of research present on the date

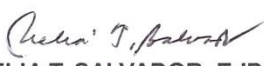
In this regard. I am requesting your approval to allow me to distribute the attached Questionnaire as the main instrument to be used in conducting the study.

I am hoping for your favorable response regarding this matter. Thank you very much and God bless.

Respectfully yours,

MARITES V. MONTIERRO
Researcher

Recommending Approval


NELIA T. SALVADOR, EdD
Adviser


MRS. RONA CHRISTINA M. ALMAZAN
Subject Specialist


MR. CHESTER M. DEREQUITO
Technical Editor

DR. AGRIPINA F. BANAYO
Statistician

Approved

EDILBERTO Z. ANDAL, EdD.
Dean CT GEAR

Appendix G. List of external validators

VALIDATOR	DESIGNATION/STATION
1. DENNIS G. GUTIERREZ	Head Teacher I Santisimo Rosario Elementary School City Schools Division of San Pablo
2. RUTH B. BANZUELA	Master Teacher I San Pablo City Integrated High School City Schools Division of San Pablo

Appendix H. Survey Questionnaire

SOCIALIZATION PATHWAYS IN TEACHING UNDERSTANDING CULTURE, SOCIETY, AND POLITICS AND THE PERFORMANCE OF GRADE ELEVEN STUDENTS

Researcher-Made Survey Questionnaire in Determining the Socialization Pathways Employed by the Teachers to Develop Social Skills and Performance of Grade 11 Students S.Y. 2023-2024

Part I. Profile of the Respondents

Name (optional): _____

Age: _____

Sex: _____

Part II. Socialization Pathways in Teaching Understanding Culture, Society, and Politics

Directions: Please answer the following items in this questionnaire as honestly as possible. This is to determine the socialization skills being developed from using socialization pathways and activities made by the teacher in teaching Understanding Culture, Society, and Politics.

Put a “√” mark on the column that best describes your stand on the given teacher-made activities.

5 – Very Great Extent

4 – Great Extent

3 – Moderate Extent

2 – Little Extent

1 – Very Little Extent

	5	4	3	2	1
Teachers' Socialization Pathways/Activity					
A. Representation Method <i>My teacher utilized appropriate activity that...</i>					
1. organize an active engagement in every activity.					
2. provides an opportunity to transfer skills and ideas.					
3. provide equal opportunities among learners.					
4. create positive opportunities in every situation.					
5. create a context that introduces new learning.					
6. develop a high value of self-confidence among learners.					
7. makes meaningful connections between skills and ideas.					

8. Improves cooperative activities and collaboration.					
9. utilize the proper use of various teaching strategies.					
10. relates oneself to others.					
B. Assign Classroom Tasks <i>The activity provided helps me to...</i>					
1. organize my thoughts and ideas before presenting the activity.					
2. list effective techniques for generating lists of ideas.					
3. discuss ideas that led to the best solutions or performance.					
4. become responsible in performing the assigned task.					
5. take accountability for the deliverables expected of me.					
6. have mastery of the activity.					
7. think clearly before I respond.					
8. express myself clearly.					
9. be keen on details.					
10. encourage others.					
C. Role-Play Social Situations <i>With the help of the activity, I can ...</i>					
1. express my feelings and increase awareness of how others think and feel.					
2. relate to how other people will likely respond to different situations.					
3. practice different approaches in handling situations.					
4. provide opportunities to learn and practice social skills.					
5. use imagination to put yourself in others' shoes.					
6. help people understand one's situation.					
7. takes responsibility for my actions.					
8. build self-confidence.					
9. explore new ideas.					

10. practice new skills.					
D. Peer Tutoring <i>The activity helps me to...</i>					
1. develop a sense of acceptance and humility					
2. allow me to compare my thoughts with others.					
3. cooperate and build stronger relationships/friendships.					
4. practice values of respect, care, and value.					
5. provide opportunities for peer tutoring.					
6. work collaboratively with my partner.					
7. encourage participation/interaction.					
8. respect and accept others' opinions.					
9. foster a great sense of belonging.					
10. learn from others.					

Part III. Overall Performance

Rate yourself according to your overall performance in the given differentiated activities.

1 – Very Unsatisfactory

2 – Unsatisfactory

3 – Satisfactory

4 – Very Satisfactory

5 – Outstanding

	5	4	3	2	1
SOCIAL SKILLS					
I can...					
1. learn from and listen to the suggestions of the people surrounding me.					
2. listen and understand expectations and follow through on time.					
3. show respect and courtesy in dealing with my family and friends.					
4. show tact in dealing with different people I come in contact with.					

5. show appreciation and gratitude for any assistance granted to me.					
6. show poise, self-confidence, and a well-groomed appearance.					
7. willingly try new schemes for better learning.					
8. use courteous manners and behaviors					
9. take part in making decisions.					
10. show emotional maturity.					
WORK SKILLS					
<i>I am able to...</i>					
1. understand fully the linkage or connection between my task to previous, intervening, and subsequent tasks.					
2. plan carefully on how to execute the tasks given to me.					
3. show flexibility in the process of going through my tasks.					
4. demonstrate my ability to follow instructions accurately.					
5. handle the details of the work assigned to me.					
6. accepts criticisms willingly and evaluation positively.					
7. come up with sound suggestions for problems.					
8. demonstrate the task with minimum supervision					
9. innovate ideas and find new ways.					
10. be thorough and precise in details					
REASONING SKILLS					
<i>I am able to...</i>					
1. recognize complexity and reflect upon issues from different perspectives					
2. understand the concept and main idea of a certain topic					
3. learn laws and prescribed modes of behavior					
4. make a judgment about whether actions are right or wrong					
5. make comments and judge fairly in an issue					

6. express my thoughts freely and with considerations					
7. explain my point clearly in a certain issue					
8. reflect upon issues independently					
9. think critically and logically					
10. defend my own opinion					

Appendix I. LESSON EXEMPLAR

Learning Area	Understanding Culture, Society, and Politics
Learning Delivery Modality	Face-to-face classes

 SENIOR HIGH SCHOOL LESSON EXAMPLAR	School	Dagatan National High School	Grade Level	Grade 11
	Teacher	Marites V. Montierro	Learning Area	UCSP
	Teaching Date	February 2024	Quarter	3rd Quarter
	Teaching Time	GAS 2 –10:42-11:20 GAS 1 –1:08-1:56 HE – 1:56-2 :44	No. of Days	Week 4 4 days

I – OBJECTIVES	
A. Content Standards	How individuals learn culture and become competent members of society
B. Performance Standards	Identify norms and values to be observed in interacting with others in society and the consequences of ignoring these rules
C. Learning Competencies or Objectives	At the end of the lesson, you should be able to: 1. Determine your own culture and compare it to the culture of others; 2. Determine the difference between Ethnocentrism and cultural relativism; 3. Shows the ill effects of ethnocentrism; and 4. Become aware of why and how cultural relativism mitigates ethnocentrism.
5. Most Essential Learning Competencies (MELC)	Analyze the forms and functions of social organizations
6. Enabling Competencies (if available write the attached enabling competencies)	Analyze the effects of contemporary issues
II – CONTENT	
III – LEARNING RESOURCES	
A. References	PVOT 4A Learner's Material Understanding Culture, Society, and Politics
a. Teacher's Guide page	
b. Learner's materials pages	Understanding Culture, Society, and Politics pp. 23-31
c. Textbook pages	Understanding Culture, Society, and Politics pp. 23-31
d. Additional Materials from Learning Resource (LR) portal	
B. List of Learning Resources for Development and Engagement Activities	PVOT 4A MODULE
IV – PROCEDURES	
Activity	

Routinary Activity

- **Prayer**
- **Greetings**
- **Checking of Attendance**

Analysis

Answer the following questions

Short review

1. What can you say about the culture of these people?
2. are their respective culture is the same as your own culture?
3. do you think that the cultures of these groups are bad? Why or why not?

Abstraction

Discussion of the lesson about:

Ethnocentrism and Cultural Relativism**Application**

The class will be divided into two. The first group will be assigned to do a short skit on ethnocentrism while the other will do a short skit on cultural relativism. –Roleplay

After each presentation, the first group or vice versa will asked to provide feedback by explaining, questioning, listening, praising, correcting, and reflecting to each other on their performance. –Peer tutoring

RUBRICS FOR ROLE-PLAYING

Advanced Understanding 4	Proficient 3	Approaching 2	Novice 1
The student has met the learning objectives The student demonstrates mastery of the performance expectation or learning goal and can apply and transfer learning with depth and complexity.	The student has met the learning objective. The student demonstrates mastery of the performance expectation or learning goal.	The student is approaching the learning objective. The student demonstrates partial mastery of the performance expectation or learning goal.	The student has not met the learning objective. The student provides little evidence of meeting the performance expectation or learning goal.
Students can analyze, peer review, and effectively critique the work of others.	Students can analyze and peer review the work of others.	Students will be provided feedback and support to revise their work.	Students will be provided feedback and support to revise their work.

Evaluation

Read the following items carefully. Write the letter corresponding to your answer on a separate sheet of paper. 1-5.

V – REFLECTION

SECTION	STEM	HE	EIM/S MAW	GAS 1	GAS 2	ABM	TOT AL
Present-Absent							
No. of Items in Evaluation							
No. of Learners who require 50% in the evaluation							
No. of learners who require additional activities for remediation who scored below 80%							
Did the remedial lessons work?							
No. of learners who have caught up with the lesson?							
No. of learners who continue to require remediation							
Which of my teaching strategies works well? Why did this work?							
What difficulties did I encounter that my principal or supervisor can help me solve?							
What innovation or localized material did I use or discover that I wish to share with other teachers?							

Prepared by:

Checked by:



MARITES V. MONTIERRO

SHST-II; SOCIAL SCIENCE

Date: _____



KATHRINE K. BELDA

SHST-II; SHS Coordinator

Date: _____

APPENDIX J. Learner's performance/activities

J.1. Representation method



J.2. Representation method



J.3. Assign classroom tasks





J.4. Role-play social situations









J.5. Peer tutoring





CURRICULUM VITAE**MARITES V. MONTIERRO**

9520, Bulakin 1, Dolores Quezon 4326

Contact Number: +639 60 5832134

E-mail Address: marites.montierro@deped.gov.ph

**PERSONAL INFORMATION**

Date of Birth	:	August 02, 1979
Place of birth	:	Dolores Quezon
Marital Status	:	Married
Age	:	44
Gender	:	Female
Height	:	5'3"
Weight	:	69 kg
Religion	:	Evangelical
Father	:	Romulo C. Villanueva
Mother	:	Ofelia T. Villanueva

SKILLS AND INTERESTS

- Computer Literate (Microsoft Programs)
- Driving
- Cooking

EDUCATIONAL QUALIFICATION

Graduate Studies	Master of Arts in Education, Major in Social Science Laguna State Polytechnic University San Pablo City 2016 to present
Tertiary	Bachelor of Arts Major in International Studies University of the East 2219 C.M Recto Avenue, Manila 1996 – 2000
Secondary	Our Lady of Sorrows Academy Brgy. Silanganan, Dolores, Quezon 1992 – 1996
Primary	San Cristobal Elementary School

San Cristobal, San Pablo City, Laguna
1986-1992

AFFILIATIONS

- Professional Teachers of the Philippines
- God's Family Church

WORK EXPERIENCE

Teacher II

Dagatan National High School – Senior High School

Dolores Division of Quezon

June 19, 2017 - present

Pre-Elementary Teacher

CCD School Foundation Inc.

Brgy. Bayanihan, Alcala Arch

Dolores, Quezon

June 7, 2012 – May 20, 2014