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# Perceptions on Learning and Academic Achievement in Araling Panlipunan Among Grade 9 Students

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**A B S T R A C T**

This study aimed to analyze the perceptions on learning and academic achievement of Grade 9 students in Araling Panlipunan at San Vicente Integrated High School. Utilizing a descriptive correlational design, the study involved 274 Grade 9 students through purposive sampling. Data were collected using a questionnaire that assessed students' demographic profiles, academic performance, and perceptions towards learning Araling Panlipunan, focusing on content relevance, socio-cultural sensitivity, and civic and citizenship education. The findings revealed that most students were 14 years old (54.7%) and the gender distribution was nearly balanced (52.2% male, 47.8% female). Students generally agreed that Araling Panlipunan content is relevant to their real-life applications (mean: 4.23), sensitive to socio-cultural issues (mean: 4.16), and effective in promoting civic and citizenship education (mean: 4.22). In terms of academic achievement, 38% of students were in the "Excellent" category and 39% of students were in "Very Satisfactory" category, 20% in the "Satisfactory" category, and only 2% achieved a "Fairly Satisfactory" rating. The study found no correlations between students' perceptions and their academic achievement, indicating no impact. This suggests that students may identify and address the areas that may need improvement that can lead to better study habits, increased motivation, and ultimately, improved academic outcomes; teachers may enhance the teaching methods that can lead to more effective learning experiences and better academic performance to promote deeper learning and adapt diverse learning styles; administrators may create a more inclusive and engaging learning environment that supports students' success; parents' involvement may be included as they provide appropriate support at home, encouraging positive attitudes towards learning, and collaborating with teachers to address any issues that may arise; and future researchers may explore other factors influencing academic achievement, such as family background, socio-economic status, and personal issues beyond the school environment. other factors, such as study habits and teacher effectiveness, may play a more critical role in academic performance.

Keywords: *Perceptions, Academic Achievement, Araling Panlipunan, Grade 9 Students, Descriptive Correlational Design*

## 1. Introduction

Recent educational trends indicate a growing disinterest among students in the subject of Araling Panlipunan, or Social Studies. This trend is supported by Crisolo and Camposano (2021), who observed that many students find Araling Panlipunan uninteresting. This subject, which encompasses history, economics, politics, government, the Constitution, and societal issues, is frequently perceived as dull and irrelevant by students. Additionally, studies have shown that many students struggle to see its application in their daily lives. This widespread disinterest has been linked to traditional teaching methods that emphasize rote memorization over interactive and student-centered learning.

Moreover, the rapid technology advancement and the increasing availability of digital resources have shifted students' attention away from traditional subjects like Araling Panlipunan. Students are more inclined towards subjects that they perceive as more relevant to their future careers, such as science, technology, engineering, and mathematics (STEM). The integration of technology in education has also highlighted the need for more engaging and interactive teaching methods in Araling Panlipunan to capture students' interest.

The primary issue arising from the trend of disinterest in Araling Panlipunan is the direct impact on students' academic achievement. Various factors, such as individual learning styles and levels of interest, influence this achievement. Tashlanovna (2022) highlighted that academic success depends on interest, which is a potent motivating factor that drives learning. Effective teachers who are skilled in the subject matter and pedagogical techniques can significantly enhance student understanding, as revealed by Anay (2019), while inadequate teaching can hinder progress. These multifaceted issues underscore the need for a comprehensive understanding of how various factors contribute to students' academic success and their perceptions of learning Araling Panlipunan.

One critical issue is the relevance of the content in Araling Panlipunan. Students often see the subject as disconnected from their lives and future goals, leading to a lack of engagement and motivation. Klein (2023) suggests that aligning the curriculum with real- world applications and contemporary issues can make the content more engaging and meaningful.

Another issue is the lack of socio-cultural sensitivity in the curriculum. Araling Panlipunan covers topics deeply rooted in cultural contexts, but the curriculum may not reflect the diverse backgrounds of students, leading to feelings of alienation. Samuels (2023) highlights the importance of incorporating diverse perspectives to create a more inclusive learning environment.

Consequently, civic and citizenship education aims to develop informed citizens, but traditional methods often fail to convey the importance of civic engagement. Brodie- McKenzie (2020) argues that interactive and experiential learning approaches can encourage active participation and a deeper understanding of civic concepts.

The objective of this study is to find out the relationship of the academic achievement of Grade 9 students in Araling Panlipunan and its learning-related factors towards the subject. This research aims to identify key elements that influence student outcomes and provide actionable insights for improving engagement and performance. Specifically, the study will focus on assessing the relevance of the content in Araling Panlipunan and its impact on student engagement and academic performance, evaluating the socio-cultural sensitivity of the curriculum and its influence on students' sense of inclusion and connection to the subject matter, and investigating the effectiveness of civic and citizenship education in fostering informed and responsible citizens among Grade 9 students. As educators and researchers within the school system, the researcher have direct access to the student population and are well-acquainted with the educational context. This positions the researcher uniquely to conduct a thorough investigation and to propose effective strategies for enhancing the learning experience in Araling Panlipunan.

This study aims to deepen the understanding of learning Araling Panlipunan by identifying the learning-related factors that influence students' academic achievement. The research can inform the development of more effective teaching methods and curriculum designs. Expected outcomes include making the curriculum more relevant and engaging, improving socio-cultural sensitivity, and strengthening civic and citizenship education. The findings can lead to practical recommendations for educators, professional development for teachers, curriculum alignment, and civic engagement activities. Ultimately, this study aims to contribute to educational discourse, offering insights to enhance curriculum development and teaching practices, leading to increased student interest and academic success in Araling Panlipunan.

| Independent Variable | Dependent Variable |
|---|---|
| Learning-Related Factors in Araling Panlipunan<br><br>• Content Relevance<br>• Socio-Cultural Sensitivity<br>• Civic and Citizenship Education | Academic Achievement in Araling Panlipunan<br><br>• Achievement Test |
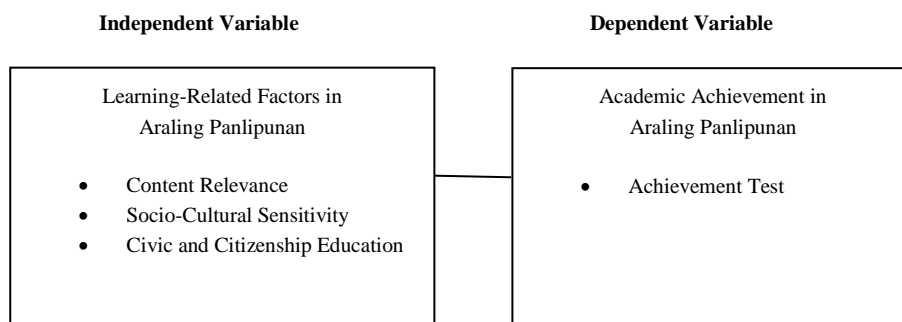
## 2. Research Paradigm

**Research Problem**

This study aimed to find out the relationship of learning-related factors and academic achievement of Grade 9 students in Araling Panlipunan.

Specifically, it sought to answer the following:

1. What is the demographic profile students in terms of:

    1.1. age; and

    1.2. sex ?

2. What is the perception of students towards learning Araling Panlipunan with reference to:

    2.1. content relevance;

    2.2. socio-cultural sensitivity; and

    2.3. civic and citizenship education?

3. What is the academic achievement of students in Araling Panlipunan?

4. Is there a significant relationship between academic achievement of students and the learning-related factors in Araling Panlipunan?

## 3. Materials and Methods

This study utilized a descriptive correlational design which aimed to analyze the perceptions on learning and the academic achievement of Grade 9 students in Araling Panlipunan at San Vicente Integrated High School. This design aligned well with the study's objectives, as it combined descriptive and correlational elements to provide a comprehensive analysis. According to Brodowicz (2024), a descriptive correlational research design described the variables in a study and measured the extent of the relationships that occurred between and among the variables.

In this study, a detailed understanding of the students' demographic profiles, including age and sex, as well as their academic achievement and perceptions towards learning Araling Panlipunan was described. Additionally, it aimed to identify and quantify the strength and direction of the relationships between academic performance and perceptions towards learning Araling Panlipunan, as well as between perceptions of influencing factors and overall learning perceptions. While it did not seek to establish causal links, the correlational approach was ideal for understanding how these variables were associated. Additionally, surveys and questionnaires, which were common tools in descriptive correlational research, were used in the collection of data from students regarding their demographics, academic achievement, and perceptions. The descriptive correlational design fit the study's objectives, enabling a thorough exploration of how different factors and perceptions interplayed to influence the academic performance of Grade 9 students in Araling Panlipunan at San Vicente Integrated High School.

The participants of the study were the 274 Grade 9 learners of San Vicente Integrated High School of school year 2024-2025. Purposive sampling technique was utilized to determine the number of respondents to be included in this study. It is a type of non-probability sampling technique where participants are chosen intentionally based on their specific characteristics. The grade 9 level were chosen since they are the ones who have notably recorded the lowest MPS at 66.4, significantly lower than their peers in other grade levels from the previous school year and at the same time the researcher is a Grade 9 teacher who has direct contact in the teaching – learning process of Araling Panlipunan of the grade level.

In order to gather the important data and information needed to answer the problem of the study, the researcher employed a descriptive survey method for the first and second part utilizing a data-gathering instrument which was in the form of a questionnaire. The first part dealt on the demographic profile of the respondents including age and sex along with their academic performance in Araling Panlipunan on the first quarter.

The second part focused on the perception of students on learning Araling Panlipunan composed of 8 items each focusing on content relevance, socio-cultural sensitivity, and civic and citizenship education with a total of 24 items which were adapted from the study of Garcia (2021) with modification and alignment in the Most Essential Learning Competencies (MELCs). This used a five-point Likert scale with a range and verbal description of 4.50-5.00 = Strongly Agree (A), 3.50-4.49 = Agree (O), 2.50-3.49 = Neutral (S), 1.50-2.49 = Disagree (R), 1.00-1.49 = Strongly Disagree.

This study also utilized an achievement test composed of fifty items. It is structured according to a Table of Specifications (TOS) that ensures a balanced assessment of both content and cognitive skills. The exam consists of 50 items, distributed across six competencies, each retaining its original Filipino phrasing to preserve the integrity of the curriculum. Both the questionnaire and the test were checked and validated by three specialists in the field of Araling Panlipunan.

The data gathered were submitted to several statistical measurements and methods to assist the researcher in presenting, analyzing and interpreting the data that were collected. Frequency Count and Percentage were used to determine the demographic profile of students in terms of age and sex. It was also used to determine the academic performance of students in Araling Panlipunan. Mean and Standard Deviation were employed to find out the perception of students towards learning Araling Panlipunan affecting their academic achievement with reference to the perception of students towards learning Araling Panlipunan with reference to Content Relevance, Socio-Cultural Sensitivity, and Civic and Citizenship Education. Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to find out if there was a significant relationship between the perceptions on learning Araling Panlipunan and the academic achievement of the students.

## 4. Result and Discussions

**Table 1.** *Age of Respondents*

| Age | Frequency | Percent |
|-----|-----------|---------|
| 14.00 | 150 | 54.7 |
| 15.00 | 96 | 35.0 |
| 16.00 | 16 | 5.8 |
| 17.00 | 10 | 3.6 |
| 18.00 | 1 | .4 |
| 19.00 | 1 | .4 |
| Total | 274 | 100.0 |

The table revealed that the majority of the respondents are 14 years old, making up more than half of the sample population at 150 or 54.7%. This is followed by 15-year-olds, who constitute 96 or 35% of the respondents. The number of students significantly decreases as the age increases, with very few students being 18 or 19 years old. This distribution suggests that most students are within the typical age range for Grade 9, which is generally 14-15 years old. This aligns with the National Center for Education Statistics (2022), which states that the typical age range for Grade 9 students is 14-15 years old. The small number of students who are 16 years old or older may indicate that these students either repeated a grade or started school later than their peers.

The sharp decline in the number of students aged 16 and above could be due to several factors. First, grade retention may be a reason, as students who are older than the typical age for their grade may have repeated a grade due to academic challenges. Second, some students may have started school later than usual, possibly due to personal or family circumstances. Last, older students might have a higher likelihood of dropping out or transferring to other educational programs.

Whitbourne et al. (2024) emphasizes the importance of age inclusivity in educational settings, highlighting that age diversity can present both opportunities and challenges. The study suggests that educational institutions should foster age-inclusive environments to support students of varying ages. This aligns with the observed age distribution in the table, where most students fall within the typical age range for Grade 9, but there are still a few older students who may benefit from additional support. By understanding the age distribution and the factors influencing it, educators and policymakers can better address the needs of all students, ensuring that those who are older or have faced academic challenges receive the necessary support to succeed.

**Table 2.** *Gender of Respondents*

| Gender | Frequency | Percent |
|---|---|---|
| Male | 143 | 52 |
| Female | 131 | 48 |
| Total | 274 | 100 |

The table revealed that the gender distribution of the respondents is close to balanced, with a slight majority of male students with 143 or (52.2%) compared to female students with 131 or (47.8%). This near-equal distribution allows for an in-depth evaluation of respondents' attitudes and academic achievements without significant gender bias. The National Center for Education Statistics (2022) elaborates that gender distribution in schools is often balanced, with slight variations depending on specific school demographics and regions. This aligns with the observed data, suggesting that the sample is representative of typical school gender distributions.

The balanced gender distribution can be attributed to several factors. First, educational policies and practices often aim to provide equal opportunities for both genders, leading to similar enrollment rates. Second, societal norms and expectations regarding education for both boys and girls have evolved, promoting gender equality in educational attainment. Last, specific school demographics and regional characteristics may influence the slight variations in gender distribution.

The National Center for Education Statistics (2023) indicates that gender distribution in educational institutions has remained relatively balanced over the years, with female students making up 58% of total undergraduate enrollment and male students making up 42% in recent years. This trend highlights the ongoing efforts to maintain gender balance in educational settings, ensuring that both male and female students have equal access to educational opportunities. By understanding the gender distribution and the factors influencing it, educators can better address the needs of all students, ensuring that both male and female students receive the necessary support to succeed.

Since it makes possible equal and impartial comparisons between students of each gender, The balanced gender distribution among the respondents carries important implications for the analysis of academic achievement. This nearly equal representation makes any difference in academic accomplishment more likely to be an actual trend rather than a sampling bias, making the gender-based analysis a sound basis. In addition, the balanced sample facilitates the use of inclusive educational practices that foster equal opportunities in academic achievement, and it provides the foundation for subsequent studies that can examine how gender shapes academic achievement over time.

**Table 3.** *Perceived Content Relevance of learning Araling Panlipunan*

| Content Relevance | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| 1. analyze real-life applications of the economic concepts. | 4.30 | 0.67 | Agree |
| 2. understand the importance of managing resources (e.g., time, money). | 4.39 | 0.67 | Agree |
| 3. understand the impact of supply and demand on prices when buying goods and services. | 4.31 | 0.66 | Agree |

| | | | |
|---|---|---|---|
| 4. connect real-world issues like poverty, unemployment, and inflation to my real-life situation. | 4.17 | 0.83 | Agree |
| 5. understand how the government manages the country's economy. | 4.15 | 0.77 | Agree |
| 6. connect personal finances to the national economy. | 3.93 | 0.75 | Agree |
| 7. recognize how Economics contributes to understanding societal and national development. | 4.27 | 0.73 | Agree |
| 8. see the value of Economics in preparing me for future roles in society. | 4.29 | 0.75 | Agree |
| **Overall mean** | **4.23** | **0.73** | **Agree** |

*Legend: 4.50-5.00 Strongly Agree, 3.50-4.49 Agree, 2.50-3.49 Neutral, 1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree*

Table 3 revealed the perceived content relevance of students to learning Araling Panlipunan. It shows an overall mean of 4.23, which falls under the "Agree" category. This indicates that, on average, respondents agree that the content of Araling Panlipunan is relevant to their learning and real-life applications. The consistent "Agree" ratings across various indicators suggest that students find the subject matter applicable and beneficial in understanding economic concepts, managing resources, and connecting real-world issues to their personal experiences. The frequency and percentage distribution of responses further support this as a significant majority of respondents rated the indicators within the "Agree" range, reflecting a general consensus on the relevance of the content. This widespread agreement highlights the effectiveness of the curriculum in addressing key educational objectives and meeting students' expectations.

The indicator with the highest mean is "understand the importance of managing resources (e.g., time, money)" with a mean of 4.39 which suggests that respondents strongly believe that knowing effective resource management is essential. In line with the study by Muliati et al. (2022), which highlights that efficiently managing resources in educational settings can significantly improve educational quality by ensuring that all resources are used optimally to support student learning, it highlights the practical value of Araling Panlipunan in teaching students essential life skills that are directly applicable to their daily lives.

The indicator with the second highest mean is "understand the impact of supply and demand on prices when buying goods and services" with a mean of 4.31 which suggests that respondents recognize the practical importance of economic principles in their daily lives. Understanding how supply and demand influence prices equips students with the ability to make informed purchasing decisions and better comprehend market behavior. This reflects the effectiveness of Araling Panlipunan in fostering economic literacy, which is essential for navigating real-world financial situations.

The indicator with the third highest mean is "see the value of Economics in preparing me for future roles in society" with a mean of 4.29 which indicates that students appreciate the relevance of Economics in shaping their readiness for societal participation. It shows that learners perceive Araling Panlipunan not just as academic content but as a foundation for becoming responsible citizens, capable of contributing meaningfully to economic and civic life. This aligns with the broader educational goal of developing well-rounded individuals who are prepared for real-world challenges.

Students' agreement on the relevance of topics such as managing resources, understanding economic impacts, and connecting personal finances to broader economic contexts suggests that the curriculum is designed to be both informative and practical. This alignment with real-life applications enhances students' engagement and comprehension, making the subject matter more relatable and impactful. Recent studies support these findings. For instance, the study by Lorbis (2019) emphasizes the importance of contextualized teaching and learning (CTL) in making educational content more relevant and engaging for students. Similarly, Valiente and Andeng (2025) highlight the need for instructional materials that address learners' needs and enhance the practical application of theoretical concepts.

**Table 4.** *Perceived Socio-Cultural Sensitivity of learning Araling Panlipunan*

| Socio-Cultural Sensitivity | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| 1. understand how cultural diversity impacts economic decision-making. | 4.10 | 0.75 | Agree |
| 2. understand how economic policies affect various social classes. | 4.12 | 0.71 | Agree |
| 3. foster awareness of economic | 4.04 | 0.75 | Agree |

| | | | |
|---|---|---|---|
| contributions of marginalized sectors. | | | |
| 4. reflect on the struggles of different social groups during economic crises. | 4.11 | 0.80 | Agree |
| 5. analyze the social impact of the increasing cost of essential goods and services. | 4.29 | 0.75 | Agree |
| 6. recognize the government's role in addressing socio-economic inequalities. | 4.12 | 0.78 | Agree |
| 7. understand how various sectors (households, businesses, government) interact in the economy. | 4.37 | 0.70 | Agree |
| 8. recognize and value the economic challenges faced by diverse cultural groups. | 4.13 | 0.73 | Agree |
| **Overall mean** | **4.16** | **0.75** | **Agree** |

*Legend: 4.50-5.00 Strongly Agree, 3.50-4.49 Agree, 2.50-3.49 Neutral, 1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree*

Table 4 revealed the perceived socio-cultural sensitivity of learning Araling Panlipunan which has an overall mean of 4.16, which falls under the "Agree" category. This indicates that, on average, respondents believe that the content of Araling Panlipunan is sensitive to socio-cultural issues and aids their understanding of diverse socioeconomic processes. The consistent "Agree" ratings across all indicators suggest that students recognize how well the curriculum integrates socio-cultural sensitivity into its content. The frequency and percentage data further support this as a significant proportion of respondents consistently rated the indicators within the "Agree" range, demonstrating a broad consensus on the curriculum's socio-cultural sensitivity. This widespread agreement highlights the curriculum's success in fostering an understanding of socio-economic diversity among students.

The indicator with the highest mean is "understand how various sectors (households, businesses, government) interact in the economy" with a mean of 4.37 which suggests that respondents generally agree on the importance of understanding how various economic sectors interact. It emphasizes Araling Panlipunan's usefulness in teaching students about the interdependence of economic activity and the roles of various sectors. This supports the conclusion drawn by Brown et al. (2020) that teaching students about these connections can enhance their economic literacy and equip them to make wise choices in both their personal and professional lives.

The indicator with the second highest mean is "analyze the social impact of the increasing cost of essential goods and services" with a mean of 4.29 which suggests that respondents are aware of how economic changes, particularly rising costs, affect different social groups. It reflects the curriculum's effectiveness in helping students understand the broader social consequences of economic trends. This awareness is crucial in developing empathy and critical thinking, as students learn to consider how economic issues impact not just individuals but entire communities.

The indicator with the third highest mean is "recognize and value the economic challenges faced by diverse cultural groups" with a mean of 4.13 which indicates that students appreciate the importance of inclusivity and cultural awareness in economic discussions. It shows that Araling Panlipunan fosters sensitivity to the unique struggles of various cultural communities, promoting respect and understanding. This aligns with the goals of socio-cultural education, which aims to build socially responsible and culturally aware citizens.

The consistent "Agree" ratings across all indicators suggest that the curriculum is comprehensive and balanced, covering essential topics such as the impact of cultural diversity on economic decision-making, the role of government in addressing socio-economic inequalities, and the interaction between different economic sectors. The high level of agreement among respondents can be attributed to the curriculum's emphasis on real-world applications and its relevance to students' lives. By incorporating diverse perspectives and addressing contemporary socio- economic issues, the curriculum resonates with students and enhances their understanding of the subject matter. This supports the conclusion drawn by Brown et al. (2020) that teaching students about these connections can enhance their economic literacy and equip them to make wise choices in both their personal and professional lives.

In general, the findings show that students view Araling Panlipunan's content to be sensitive to socio-cultural issues, particularly in terms of understanding the interactions between different economic sectors. The significantly lower means for raising awareness of excluded sectors' economic contributions show that the curriculum could be improved to better demonstrate these achievements. This feedback can be useful for educators working to make the subject matter more accessible and comprehensive.

**Table 5.** *Perceived Civic and Citizenship Education of learning Araling Panlipunan*

| Civic and Citizenship Education | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| 1. understand my rights and responsibilities as a citizen. | 4.42 | 0.70 | Agree |
| 2. value the significance of being actively engaged in community activities. | 4.27 | 0.68 | Agree |
| 3. understand the impact of my decisions on society and the country's economy. | 4.15 | 0.77 | Agree |
| 4. actively participate as responsible citizen in addressing social and economic issues. | 4.14 | 0.74 | Agree |
| 5. understand how to make responsible decisions as a consumer or producer. | 4.26 | 0.82 | Agree |
| 6. be aware of political and economic issues affecting our country. | 4.16 | 0.77 | Agree |
| 7. recognize how civic values influence economic behavior and decision-making. | 4.10 | 0.73 | Agree |
| 8. apply the values of civic responsibility to contribute to the economic growth of the country. | 4.27 | 0.72 | Agree |
| **Overall mean** | **4.22** | **0.74** | **Agree** |

*Legend: 4.50-5.00 Strongly Agree, 3.50-4.49 Agree, 2.50-3.49 Neutral, 1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree*

Table 5 revealed the perceived civic and citizenship education of learning Araling Panlipunan has an overall mean of 4.22, which falls under the "Agree" category. This indicates that, on average, respondents agree that the content of Araling Panlipunan effectively promotes civic and citizenship education. The consistent "Agree" ratings across all indicators suggest that students recognize the curriculum's effectiveness in fostering civic consciousness and responsible citizenship. The frequency and percentage data further support this as a significant proportion of respondents consistently rated the indicators within the "Agree" range. This broad consensus underscores the curriculum's success in promoting civic and citizenship education among students. This suggests that respondents agree on the importance of understanding their civic rights and responsibilities which corresponds to the review of Association for Citizenship Teaching (2021) discovered that comprehensive civic education programs improve students' political awareness, efficacy, and involvement. This finding emphasizes the practical relevance of Araling Panlipunan in developing informed and responsible citizens.

The indicator with the highest mean is "understand my rights and responsibilities as a citizen" with a mean of 4.42 which suggests that respondents strongly agree on the importance of understanding their civic rights and responsibilities which corresponds to the review of Association for Citizenship Teaching (2021) discovered that comprehensive civic education programs improve students' political awareness, efficacy, and involvement. This finding emphasizes the practical relevance of Araling Panlipunan in developing informed and responsible citizens.

The indicator with the second highest mean is "value the significance of being actively engaged in community activities" with a mean of 4.27 which suggests that respondents recognize the importance of community involvement as a key aspect of responsible citizenship. It reflects how Araling Panlipunan encourages students to participate in civic life and contribute to the welfare of their communities. This aligns with the goals of civic education, which emphasize active engagement and social responsibility as essential components of democratic participation.

The indicator with the third highest mean is "apply the values of civic responsibility to contribute to the economic growth of the country" also with a mean of 4.27 which indicates that students understand the connection between civic responsibility and national development. It shows that Araling Panlipunan effectively communicates how individual actions, guided by civic values, can positively impact the country's economy. This supports the idea that fostering civic-mindedness among students can lead to more socially and economically responsible behavior.

The results demonstrate that students agree that Araling Panlipunan's content to be very beneficial for fostering civic and citizenship education, especially when it comes to understanding their rights and responsibilities. The curriculum might be enhanced to more clearly illustrate these connections, as evidenced by the lower mean for determining how civic values impact economic conduct. Teachers who want to make their lessons more thorough and powerful may find this information helpful.

Overall, the results in the table reflect a well-rounded curriculum that effectively addresses various aspects of civic and citizenship education. The consistent "Agree" ratings across all indicators suggest that the curriculum is comprehensive and balanced, covering essential topics such as understanding

rights and responsibilities as citizens, the significance of active community engagement, and the impact of individual decisions on society and the economy. The high level of agreement among respondents can be attributed to the curriculum's emphasis on real-world applications and its relevance to students' lives. By incorporating diverse perspectives and addressing contemporary civic and economic issues, the curriculum resonates with students and enhances their understanding of the subject matter.

Recent literature supports these findings such as Busara (2023) asserts that interactive and immersive civic education methods positively influence civic beliefs, which in turn can change economic behavior. This approach aligns with the curriculum's focus on civic and citizenship education, as it encourages students to engage with real-world issues and develop a deeper understanding of the interconnectedness between civic values and economic behavior.

**Table 6.** *Academic Achievement in Araling Panlipunan*

| Score | Verbal Description | Frequency (f) | Percent (%) |
|---|---|---|---|
| 41 - 50 | Excellent | 104 | 38 |
| 31 - 40 | Very Satisfactory | 108 | 39 |
| 21 - 30 | Satisfactory | 56 | 20 |
| 11 - 20 | Fairly Satisfactory | 6 | 2 |
| 0 - 10 | Below Satisfactory | 0 | 0 |
| | | 274 | 100 |

Table 6 showed that the academic achievement of students in Araling Panlipunan aligned with Blooms Taxonomy demonstrate a generally strong academic performance among the students. The test was designed to assess a range of cognitive skills, with a focus on understanding and applying concepts, as well as some items targeting higher-order thinking such as analyzing and evaluating. Based on the TOS, the test outlines that out of 50 test items; 15 were specifically designed to target higher-order thinking skills, namely, Analyzing, Evaluating, and Creating, which are the top three levels in Bloom's Taxonomy. These skills require students to go beyond simple recall or comprehension; they must interpret data, critique economic policies, and propose solutions to real-world problems. This thoughtful distribution of test items indicates a deliberate effort to challenge students cognitively and promote deeper learning.

The data shows that 38% of students achieved an "Excellent" rating, and 39% were rated "Very Satisfacory." These results suggest that a large proportion of students were not only able to remember and understand content but also successfully apply, analyze, and evaluate complex economic concepts, which reflects a solid grasp of the competencies. The strong performance in these higher-order thinking domains reflects the effectiveness of the assessment design.

Meanwhile, 20% of students were categorized as "Satisfactory", meeting the basic expectations but potentially struggling with more complex tasks that require deeper analysis or evaluation. This suggests that students have likely mastered the lower to mid-levels of Bloom's Taxonomy, such as remembering, understanding, and applying concepts, but may face challenges when engaging in more advanced cognitive processes like analyzing, evaluating, and creating. A small percentage (2%) were in the "Fairly Satisfactory" range, indicating that their performance is primarily limited to the foundational levels of Bloom's Taxonomy – mainly remembering and understanding. Notably, no students scored in the "Below Satisfactory" range, which is a positive indicator that all learners have at least a foundational understanding of the subject.

According to a study by Cosme (2019), students' behavior and attitudes towards a subject, such as interest, motivation, and engagement, play a crucial role in their academic success. The study found that students who are more engaged and interested in the subject tend to perform better academically. This aligns with the data, where a significant portion of students achieved "Very Satisfactory" and "Satisfactory" ratings, suggesting that while students are generally engaged, there is room for increasing their interest and motivation to achieve higher performance levels.

Additionally, the distribution in the academic achievement suggests that while the majority of students are performing adequately, there is potential for improvement, particularly in moving students from the "Satisfactory" to the "Very Satisfactory" and "Excellent" categories. The absence of students in the below satisfactory category indicates that the baseline level of understanding and achievement in Araling Panlipunan is relatively good. Abao, Taganas, and Comon (2024) highlighted the importance of positive learning environments and effective teaching strategies in enhancing student performance.

Research by Ganar (2021) emphasized the importance of interactive and student- centered teaching methods in improving students' understanding and interest in Araling Panlipunan. The study found that when teachers use interactive teaching methods, such as group discussions, project-based learning, and real-life applications, students are more likely to be engaged and perform better academically. Implementing such strategies could potentially increase the number of students achieving "Excellent" and "Very Satisfactory" ratings.

**Table 7.** *Correlation between students' academic achievement and perception on learning Araling Panlipunan*

| Perceptions on learning Araling Panlipunan | Academic achievement of students r-value |
|---|---|
| Content Relevance | .033 |
| Socio-cultural Sensitivity | -.027 |
| Civic and Citizenship Education | .055 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7 presented the correlation between content relevance and academic achievement, which shows no correlation (r = .033), indicating that students' perceptions of how relevant the content is to their lives have no impact on their academic performance. Similarly, the correlation between socio-cultural sensitivity and academic achievement also shows no correlation (r = -.027), suggesting that students' perceptions of the subject's sensitivity to socio-cultural issues do not significantly influence their academic outcomes. The correlation between civic and citizenship education and academic achievement shows no correlation (r = .055), indicating no relationship between students' perceptions of the subject's role in promoting civic and citizenship education and their academic performance.

The findings presented in the table suggest that students' perceptions of learning Araling Panlipunan in terms of content relevance, socio-cultural sensitivity, and civic and citizenship education do not significantly impact their academic achievement in the subject. Even if students find the content relevant or appreciate its socio-cultural aspects, this does not necessarily translate into better academic performance.

This implies that other factors may play a more critical role in shaping students' academic outcomes. These could include teaching methods, student engagement, the learning environment, and individual characteristics such as study habits and motivation. For instance, effective teaching strategies that actively involve students and make the content more engaging may have a stronger influence on academic performance than students' initial perceptions of the subject. Likewise, a supportive and resource-rich learning environment could be more instrumental in helping students succeed academically.

Additionally, no correlations could indicate that students' academic achievement is influenced by a complex interplay of various factors, rather than any single aspect of their perceptions of the subject. For example, effective teaching methods that actively engage students and make the content more accessible and interesting could have a more significant impact on their academic performance than their initial perceptions of the subject's relevance or sensitivity. Similarly, a supportive learning environment that provides adequate resources and encouragement could play a crucial role in helping students achieve better academic outcomes.

Therefore, educators and policymakers might need to focus on these areas to improve academic outcomes. By enhancing teaching methods, increasing student engagement, and providing a supportive learning environment, they can create conditions that are more conducive to academic success, regardless of students' initial perceptions of the subject matter.

A study by Abao, Taganas, and Comon (2024) further supports this view by identifying several factors that affect academic performance in Araling Panlipunan, including study habits, learning attitudes, and teacher-related factors such as commitment and subject knowledge. Their findings indicate that while student-related factors have a strong positive correlation with academic performance, teacher-related factors also play a crucial role. This suggests that interventions aimed at improving study habits and fostering positive learning attitudes, along with enhancing teacher effectiveness, could lead to better academic outcomes.

## 5. Conclusions

The study found no significant relationship between the learning-related factors and academic achievement in Araling Panlipunan, leading to the acceptance of the null hypothesis. No correlations suggest that other factors, such as study habits and teacher effectiveness, may play a more critical role in academic performance.

## 6. Recommendations

Teachers in Araling Panlipunan may enhance the teaching methods that can lead to more effective learning experiences and better academic performance. School administrators may create a more inclusive and engaging learning environment that supports students' success. Parents' involvement may be included as they provide appropriate support at home, encouraging positive attitudes towards learning, and collaborating with teachers to address any issues that may arise. Future researchers may explore other factors influencing academic achievement, such as family background, socio-economic status, and personal issues beyond the school environment.

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