

Instructional Practices of Social Studies Teachers in Basic Education

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Abstract

This study examines instructional practices, considerations, and perspectives of Social Studies teachers on student's academic performance. Using qualitative case study approach, the data were gathered through interviews, which were analyzed and interpreted by assigning codes to generate general themes. The findings of the study revealed six (6) themes which include 1) integrated instructional methods, 2) technology-enhanced learning, 3) curriculum and resources considerations, 4) personalized learning considerations, 5) students' holistic development perspective 6) practical application of skills perspective. The results indicate valuable insights to improve professional development of teachers, highlighting collaborative planning and teacher trainings to enhance instructional skills and overall teacher quality.

Keywords: *social studies, teachers, instructional practices*

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Introduction

Instructional practices were employed by social studies teachers to enhance learning and increase student engagement in the social studies classroom. They were aimed to develop critical thinking skills, promote civic awareness, and help students connect with the diverse world. Since social studies encompasses various fields such as history, geography, economics, and political science, varied and adaptable instructional practices are necessary to accommodate different learning styles.

Francisco and Celon (2020) noted that instructional practices are methods, approaches, strategies, and techniques to organize the classroom environment, establish guidelines, and maintain student engagement to achieve the desired educational outcomes that guide effective teaching. The teachers encourage students to explore and

analyze social concepts that reflect the complexities of human experiences by employing various practices in teaching social studies.

In teaching social studies, traditional and alternative instructional practices are commonly used (Dizon et al., 2024). The traditional instructional practice is a direct instruction that is teacher-centered structured to support teachers in managing the performances and behaviors of the students. The alternative instructional practice on the other hand, is a student-centered approach that fosters responsive learning environment, encourage collaboration among students and problem-centered to enhance their critical thinking and problem solving skills. In addition, Pedroso & Magno (2023) revealed that direct instruction and skill-based activities like group activity, reporting, dramatization, field trips, and debates were also used by social studies teachers. On the other hand, computer-aided methods such as video clips and

social media leverage technology to make content dynamic and accessible. Video clips simplify complex concepts, maintain interest, and cater to visual learners, while social media engages students with contemporary platforms, promoting real-time discussion, creativity, and digital literacy. The teacher-centered and student-centered approaches were both used in teaching Social studies in Basic Education to help address student needs and the challenges of teaching in the 21st century without compromising the comprehensive nature and content of the subject.

Effective instructional practices were grounded on educational theory and research, which emphasize the importance of tailoring ways of teaching to meet individual learning styles and preferences. For instance, research has shown that differentiated instruction, which involves modifying content, processes, and products based on students' readiness levels, interests, and learning profiles, can significantly improve student engagement and achievement (Tomlinson, 2014). In teaching social studies, it was necessary to develop appropriate pedagogies to maximize students' opportunities and meet the demands of the 21st century effective learning according to Balente et. al (2023).

Instructional practices refer to teaching methods, approaches, strategies and techniques that teachers use in their classrooms (Skutil et al., 2016). The term 'method' in pedagogy is a way to convey material in a classroom to present subject matter that guides both teachers and students in their classroom (Hasanova et al., 2021). Approaches generally refer to teacher's perspectives on how to organize the content and the structure of their teaching. For example, they use constructivism and inquiry-based learning approaches that emphasize active student engagement and critical thinking; while teacher-centered approach in social studies classroom focuses on the teacher as an instructor who directs the flow of learning (Hasanova et al., 2021). Strategies, on the other hand, are carefully planned instructional activities intended to achieve specific goals. Strategies comprise the formal structure of planned activities to accomplish objectives (Gill et al., 2017). For example, strategies may include flipped classrooms and scaffolding, where teachers provide support to help students build on prior knowledge. Meanwhile, techniques refer to the development of procedures or specific steps that educators use while taking into account the unique needs and learning preferences of students. Techniques are an individual's preferred method of doing something uniquely, usually to fulfill a personal style (Kumar, 2022). In teaching social studies, for instance, the think-pair-share technique

encourages student interaction by having them think about a question individually, then discuss their thoughts with a partner, and finally share insights with the larger group. The other commonly used techniques in teaching social studies were small group discussions, round robin, round table, jigsaw, and role-playing.

To support students' development, teachers plan and design instructional practices. They employ varied instruction considering the learner's needs, learning situations, their personal teaching preferences, curriculum goals and objectives. In summary, the teaching approach is the teacher's aspirations that suggests the particular teaching method to be used in the classroom, strategies outline planned activities, and the techniques describe the unique way of delivering the lesson.

While much-existing research emphasizes quantitative data and the effectiveness of various teaching methods, there is a noticeable gap in qualitative studies that explore the experiences and perspectives of Social Studies teachers regarding their instructional practices (Aryal, 2024; Al Shabibi et al., 2024). Because of this, research on the teachers' perspectives frequently emphasizes quantitative measures for academic achievement while ignoring qualitative insights that may offer a deeper understanding of the variables affecting students' social studies learning experiences (Schunk, 2008). Specifically, there is limited research examining the considerations of social studies teachers taken into account when developing and implementing instructional practices. Additionally, there is a scarcity of research investigating how teachers' beliefs and principles shape their teaching styles and, in turn, influence students' academic performance.

The main objective of this research is to examine the instructional practices, considerations, and perspectives of Social Studies teachers on students' academic performance. Particularly, it aims to answer the following research questions: (1) What are the commonly used instructional practices in teaching Social Studies (*Araling Panlipunan*)? (2) What are the considerations in selecting a specific instructional practice for classroom instruction? and (3) What are the perspectives of social studies teachers on students' academic performance?

Methods

Research design

This study employed a qualitative case study design to explore social studies teachers' instructional practices, considerations, and perspectives on students' academic performance. A case study research design, according to Creswell

(2014) provided an in-depth examination of a single entity within its real-world context. As this research attempts to obtain a thorough grasp and understanding of the experiences, considerations, and perspectives of the teachers in social studies, the researchers chose case study research design. Semi-structured interviews with teachers were used to gather rich, descriptive data. The data from participants' responses were examined using Braun and Clarke's reflective thematic analysis approach to extract patterns and generate themes.

Locale of the study

This research was conducted in Zamboanga City, Philippines, involving teacher representatives from various public elementary and secondary schools in urban, suburban, and rural settings. This selection aims to capture a broad spectrum of teaching environments and demographics, ensuring a comprehensive understanding of instructional practices across different contexts that provide a holistic view of the Social studies teaching landscape.

Participants

The study participants were selected through purposive sampling technique to ensure that they provide relevant information and have met the criteria set by the study. The research participants are Social studies (*Araling Panlipunan*) teachers in elementary and secondary public schools. A total of six (6) Social studies teachers from different public schools within the locale were interviewed. The two of them were teaching in the elementary level while the other four were teaching in secondary level. There are two male and four female participants; five of them have earned Masteral units in Social studies while one of them have not proceed yet to a graduate program. The age of the participants ranges from 27 years old to 45 years old; with 3-year to 10-year teaching experience.

Research instrument

The primary instrument for the data collection in this study was the interview guide. The guide includes open-ended questions to elicit detailed responses about teaching philosophy, instructional practices, and students' academic performance. The interview questions for teachers include inquiries about their respective teaching philosophies, the instructional practices they commonly use, their decision-making processes in selecting these practices, and their perspective towards students' academic performance.

Data collection

The collected data were gathered through

semi-structured interviews with Social studies teachers. Individual interviews with these teachers explored their utilization of instructional practices, considerations in choosing specific methods, and perspectives on students' academic performance. These interviews were audio-recorded with consent and further transcribed for analysis.

Ethical considerations

The researchers asked for the consent of the participants to know their willingness to participate in the study. The participants were informed about the data collection's use and purpose, which is for academic research and publication purposes only. The researchers ensured that a sufficient amount of trust among the participants was established considering that the interview may include private details of their life experience over some time. The confidentiality of participants' information were guaranteed by making sure that their names are not disclosed for their privacy and safety.

Results and Discussion

The themes generated in this study were reviewed and refined to ensure coherence and accurate data representation. The thematic analysis revealed six (6) themes from the narratives collected from the participants. These themes were essential recurring patterns that were summarized and grouped to form the themes. Table 1 presents two (2) themes as the commonly used instructional practices of social studies teachers; Table 2 shows two (2) themes as the considerations in selecting instructional practices, and Table 3 reveals two (2) themes as the perspectives of social studies teachers on the academic performance of their students.

Based on the findings, the researchers generated two (2) themes to answer the first research question addressing the commonly used instructional practices of Social Studies teachers. These were Integrated Instructional Methods and Technology Enhanced Learning.

Theme 1: Integrated Instructional Method

Social studies teachers often use lecture methods to deliver structured and comprehensive content. They extensively utilize this practice mainly because of the nature of the subject and to primarily incorporate discussions to cover the learning content and objectives that the curriculum requires. Integrated instructional methods involve lecture method, preparing PowerPoint presentation to discuss the lesson, and arranging a group activities which the teacher employs in her class.

Some educators argued that traditional

Table 1*Instructional Practices of Social Studies Teachers*

Utterances	Code	Category	Theme
<i>"I also incorporate traditional method in my class and then afterwards in evaluation part, I use the paper and pencil test."</i>	Teacher discussion of the lesson	Expository teaching method	Integrated Instructional Method
<i>"I teach Araling Panlipunan, and it is lecture-based. I discuss different concepts from various subject areas like History, economics and political science."</i>	Lecture-based teaching		
<i>"I am using group work, games, videos, and role-playing. I am using this because it allows them to share their ideas, collaborate, and manipulate their learning."</i>	Group activities	Small group teaching method	
<i>"Cooperative learning, wherein I allow my students to group themselves, and then allow them to present their works."</i>	Cooperative learning		
<i>"...like using PowerPoint presentations and videos to show them the lesson so that they thoroughly understand the topic."</i>	Interactive presentation and visual aids	Technology-based presentation	Technology Enhanced Learning
<i>"I also incorporate video presentation in my class."</i>	Audio-visual presentation		
<i>"I am using online games to make it interactive..."</i>	Gamification	Learning through electronic media and traditional teaching methods	
<i>"Lessons are presented in PowerPoint and then I use the lecture method in giving lesson to my learners."</i>	Blended learning		

lectures still play a crucial role in delivering complex content efficiently. According to Wiens et al. (2022), many social studies teachers rely on conventional teaching methods to teach their lessons. In this method, the teacher delivers a lecture to provide the content and knowledge needed in a particular lesson while the students receive information. Jaganathan (2023) also claimed that the lecture method is a teacher-centered approach teachers widely use to present the content where the teacher is more active mainly because of the comprehensive nature of social studies. This demonstrated that lectures can be vital in providing foundational knowledge. Lectures allow for the systematic presentation of information and can effectively convey foundational concepts in a structured manner.

Aside from the lecture method, cooperative learning is also commonly used in social studies teaching. It is a student-centered approach wherein students interact with one another or work together as a team to help each other learn or complete an

activity (Laguador, 2014). Furthermore, Korkmaz Toklucu et al. (2016) also argued that the cooperative learning method is an effective way to enhance students' achievement. It enable students to understand their roles within groups and the objectives of their collaboration.

Teachers also utilize group activities, think-pair-share, and sharing ideas to foster learners' collaboration and cooperation. Among the instructional practices, this is the most dominant practice teachers use in teaching *Araling Panlipunan* as it encourages teamwork, communication skills, and critical thinking among students. Activities like group discussions, think-pair-share exercises, and collaborative projects encourage students to share ideas, solve problems collectively, and learn from each other's perspectives.

Hence, an integrated instructional method may be necessary for optimal learning outcomes, where lectures in different social sciences are strategically combined with cooperative learning

activities to cater to diverse learning needs and enhance the overall educational experience. The integrated instructional method can lead to better student engagement and learning outcomes.

Theme 2: Technology Enhanced Learning

The integration of Information and Communication Technology (ICT) into social studies has proved to help motivate students' engagement in the classrooms, enhance their social studies learning, make social studies an appealing subject, and improve students' problem-solving, communication, decision-making, and research skills (Hong, 2016). According to Mensah et al. (2022), ICT integration makes social studies classrooms more engaging, aids student comprehension, makes the lessons more concrete, increases student attention in class allowing the teacher more control of instructional time. Hence, social studies teachers use technology-enhanced learning and ICT tools such as computers, laptops, internet systems, educational softwares, online platforms, printers, overhead projectors, and televisions to present their lessons in the classroom.

Most of the participants claimed that they

have integrated technology-enhanced learning in their teaching. They present their lessons with interactive presentation and visual aids, audio-visual presentations, games and they also practice blended or hybrid learning, combining electronic media and face-face classes.

While the integration of ICT presents numerous advantages in enhancing educational practices, it is essential to address the existing challenges to realize its potential fully. By overcoming resource limitations, bridging skill gaps, and fostering a culture of openness toward new methodologies, educators can leverage technology to create a more engaging, inclusive, and effective learning environment.

In summary, integrated instructional method and technology enhanced learning were the two (2) themes that answered the first research question. This result is also consistent with the findings of the initial data gathered online from the survey questionnaire in Google form. The integrated instructional method is chosen as the most commonly used instructional practice, followed by technology enhanced learning.

Table 2

Considerations in the Selection of Instructional Practices

Utterances	Code	Category	Theme
"When choosing instructional practices for my classroom instructions, I consider the educational goals and learning objectives.	Alignment with goals and objectives	Curriculum basis	Curriculum and Resources Considerations
“Align with the learning objectives and subject matter...”	Alignment with objectives and subject matter		
“...also the availability of the resources we have.”	Availability of resources	Resource availability	Personalized learning considerations
“We also have to consider the availability of the materials we are using in the lesson proper.”	Availability of resources		
“I used various methods to cater my students’ needs.”	Consideration of learning needs	Consideration of learning needs and levels	
“Since teachers is a facilitator of learning so we should always look to this consideration such as their level of understanding of our learners so that when we deliver our lesson, they will be able to achieve our goal.”	Consideration of cognitive levels		
“I believe that learners are unique individuals with different interests that need to be encouraged for active engagement.”	Consideration of learning interests	Consideration of learning interests and styles	
“Second, the student's learning styles and interests...”	Consideration of learning styles		

Next, the following themes were formed based on the participant's responses to the second problem, which addresses teacher consideration in selecting instructional practices.

Theme 3: Curriculum and Resources as Considerations

The utilization of resources in curriculum implementation is crucial for enhancing educational practices. Effective instructional materials not only support the curriculum but also engage students, fostering motivation and improving learning outcomes. This synthesis highlights the significance of curriculum dependence and the strategic use of instructional materials in educational settings.

Participant 2 noted that instructional practices must align with the learning objectives, underscoring the importance of using appropriate materials to meet curriculum goals effectively. This means that effectively utilizing of instructional materials is a cornerstone of successful curriculum implementation. By strategically integrating diverse resources, educators can foster an engaging and motivating learning environment that supports students' academic growth while remaining mindful of the importance of creativity and critical thinking in their teaching practices.

According to Tweedie et al. (2015) Top of Form Bottom of Form, curriculum alignment is critical across grade levels to support learning objectives and expectations and promote student preparedness and growth. Teachers significantly consider the alignment of their discussions to the curriculum objectives, readiness of their students and the availability of resources which were crucial aspects of curriculum implementation. MacDonald et al. (2016) also claimed that instructional practices should be aligned to the specific learning goals provided in the curriculum. The investigation of Meng (2023) revealed that teachers can leverage learning resources to create meaningful and impactful learning experiences by selecting the appropriate pedagogical approach per the curriculum.

Theme 4: Personalized Learning Considerations

Considering students' needs and interests within instructional practices is essential for fostering engagement and enhancing learning outcomes. Personalized and student-centered teaching approaches enable educators to tailor strategies to align with individual interests, creating a more meaningful learning experience. For instance, customized learning involves adapting content to meet each student's readiness level, needs, and interests, making learning more relevant and impactful (Solari et al., 2022; Doğan & Çakir,

2019). Studies show that personalized instruction, especially online, can significantly boost student motivation and engagement (Alamri, 2019).

In alignment with this approach, research underscored that recognizing and integrating students' interests can positively influence both engagement and learning outcomes. Personalized learning, as noted by Solari et al. (2022) and Doğan & Çakir (2019), enables educators to adapt content and activities to students' readiness levels and preferences, thus making learning more relevant and impactful. By incorporating diverse methods such as visual aids and research-based activities, the teacher aligns with differentiated instruction (DI) principles, which aim to create varied learning pathways based on individual student profiles (Gheysens et al., 2020). This flexibility in instructional style empowers students to take an active role in their learning, fostering independence and curiosity.

Moreover, student-centered approaches in *Araling Panlipunan* allow teachers to transform a traditionally lecture-based subject into a more interactive and engaging experience. This perspective is further supported by Alamri's (2019) findings that integrating technology and active learning strategies in subjects can significantly improve student motivation, particularly when students see their interests and efforts reflected in the content. The variety of instructional practices used, like interviews, multimedia, and project-based tasks, aligns with Arikpo and Domike's (2015) observation that students are more engaged when instructional methods resonate with their learning preferences, peer relationships, and connection to the teacher.

While these personalized and student-centered practices show promise for increasing engagement and achievement, challenges in traditional settings may pose obstacles to their implementation due to resistance to change. Awareness and understanding of diverse student needs and interests are necessary to effectively teach the lesson and create inclusive, stimulating learning environments. The lack of student engagement in the classroom is greatly influenced by their learning preferences, motivation to learn, and their relationships with their peers and teachers (Arikpo & Domike, 2015). According to the data, this is also a primary consideration for social studies teachers. They need to address the students' different learning abilities and preferences in designing more appropriate and effective instructional practices to provide more meaningful learning relevant to their learners.

Hence, curriculum and resources considerations, as well as personalized learning considerations were the two (2) themes that

Table 3*Social Studies Teachers' Perspectives on Academic Performance*

Utterances	Code	Category	Theme
"...they can grow mentally, emotionally, and socially."	Multiple aspects of learning	Student learning	Student's holistic development perspective
"Holistic development because it focused on the overall development of the learners."	Overall development		
"...students to become independent learners who can navigate the complexities of the world with confidence and compassion."	Emotional intelligence	Student growth and development	
"...not only in the content but also in real life or in their daily lives that they can use and they know their rights not just as students but their rights as Filipino citizens."	Competent learners		Student's practical application of skills perspective
"I view academic achievements not only as a measure of cognitive knowledge but also as an indicator of students' growth, skills development, and critical thinking abilities."	Academic achievements	Academic achievements and success	
"Academic success is not solely defined by higher grades but the depth of understanding and the application of concepts in real-life situations."	Academic success		
"...it also encompasses their critical thinking, social awareness and cultural understanding, and real-world relevance to emphasize the importance of connecting to real-life situations."	Application of skills	Application of learned skills and concepts	
"...on how to answer specific questions not only the content but to put into real world, because in my experiences in teaching Arpan 7 and Arpan 10 most of the lessons are not only by content but also in the real world."	Real-world application of lessons		

reflected the primary considerations of social studies teachers in selecting instructional practices to deliver their lessons effectively.

Lastly, to answer the third research question, the researchers have developed two (2) themes to present teachers' perspectives on academic performance.

Theme 5: Students' Holistic Development Perspective

The role of teachers are facilitators of learning by creating inclusive environments that support emotional and social development. They utilize methodologies such as experiential and project-based learning to engage students in their lessons effectively (Wijaya et al., 2023). In social studies, teachers encourage better understanding of oneself, others, societies, various institutions, nations and environments. They foster students' minds through knowledge, hearts through engagements, bodies through physical movements, and spirits through exploring values and morals

(Broom et al., 2015)

Promoting students' holistic development entails the integration of diverse educational approaches that support cognitive, emotional, social, and moral growth that prepares students for meaningful societal contributions and enhances their overall well-being. A significant component of this is the Holistic Education Framework, which emphasizes self-actualization by encouraging personal growth and resilience. Educators promote self-directed learning and celebrate individual achievements, fostering a sense of accomplishment (Singha, 2024). Additionally, integrating positive psychology with STEAM education encourages critical thinking, creativity, and collaboration, as exemplified by Hong Kong's "Creating a Better World" course (Yuen, 2023).

In the context of *Araling Panlipunan*, the theme of holistic development is supported by participants' responses. For instance, Participant 1 emphasized the need for an engaging learning environment, stating that *"the students will learn to*

love *Araling Panlipunan* if the teachers know how to make the subject interactive." This highlights the role of interactive teaching methods in fostering not only academic skills but also students' overall well-being of learners. Meanwhile, Participant 2 described their philosophy as "*fostering an environment of curiosity, critical thinking, and growth*," which aligns with the holistic development framework that prepares students for real-world challenges.

Overall, the participants' perspectives on student's holistic development affirm that it is necessary to foster a supportive learning environment, to significantly contribute to the cognitive, emotional, social, and moral growth of their students, ultimately preparing them to make meaningful contributions to society.

Theme 6: Student's Practical Application of Skills Perspective

The practical application of students' skills is critical in improving learning outcomes across educational settings by integrating theoretical knowledge with practical, real-world applications. This approach supports students' development of critical thinking and problem-solving abilities. One effective method is Problem-Based Learning (PBL), which engages students in addressing real-world issues, thus strengthening their ability to apply knowledge critically (Norton, 2022). An effective tool in PBL is using of text-based vignettes (TBVs), which immerse students in complex scenarios that simulate real-life psychological concepts, enhancing engagement and understanding (Norton, 2022). Additionally, skill acquisition frameworks emphasize the importance of quality in practice, suggesting that combining repetitive and competition-specific exercises can maximize learning (Williams & Hodges, 2023). Furthermore, a "hands-off" instructional style can encourage learners to develop greater independence and adaptability, leading to a more profound integration of skills (Williams & Hodges, 2023).

Encouraging practical applications of learning ensures relevance and meaning. This perspective emphasizes the importance of *Araling Panlipunan* in preparing students to become active and informed citizens who can apply their knowledge to practical use to address contemporary societal challenges as well-rounded individuals. Their practical application of skills fosters an active connection between students and their environment that bridges the gap between classroom learning and the real-world application of their knowledge (Diaz, 2024). To promote the practical application of skills, teachers encourage critical thinking skills of students to make informed choices and decisions about issues, increase their

cultural awareness by understanding cultural and individual differences, gain citizenship skills by providing citizenship education, giving knowledge on basic economics for creating financial decisions, and increasing knowledge about local, national, and world affairs for active consciousness and awareness.

Participant 4 shared, "*My perspective in their academic achievement is seeing them take what they learn inside the classroom outside into the real world...not just content but something they can use daily, helping them understand their rights and responsibilities as citizens.*"

This approach aligns with the theory that education should prepare students not only with knowledge but also with practical skills to navigate societal roles. Practical application of skills like analyzing societal issues or exploring local governance helps students contextualize their learning, promoting active engagement with societal problems and enhancing civic responsibility.

This practical focus in teaching social studies affirms research done by Diaz (2024), who emphasizes that subjects like *Araling Panlipunan* prepare students to become informed, active citizens. Teachers can encourage students to apply critical thinking skills by presenting topics requiring them to make informed decisions about current issues, appreciate cultural diversity, and understand their civic responsibilities. Participant 6 said, "*It is important that the content I'm teaching is localized...like when discussing issues relevant to our Muslim community. This increases students' interest and makes the lesson more meaningful to them.*"

Such localized approaches deepen students' engagement by connecting lessons to familiar, relatable experiences, fostering a greater appreciation of community and identity. This approach reinforces the idea that academic success in social studies should go beyond simple memorization, embracing the critical application of knowledge. Through exercises like project-based learning, debates, and role-playing, students apply concepts they have learned in discussions about contemporary societal issues or economic decisions, helping them acquire skills that are transferable to real-life situations.

Ultimately, promoting the practical application of skills fosters an interactive connection between students and their environments, bridging the gap between classroom learning and real-world application. By focusing on hands-on learning experiences, teachers ensure that students are not only academically competent but are also prepared to engage thoughtfully and responsibly in their communities. This

comprehensive approach is essential for nurturing well-rounded individuals who are ready to navigate the complexities of society and contribute meaningfully to it.

Hence, social studies teachers' perspectives on the academic performance of their students are not solely focused on grades and scholastic achievements but more on students' holistic development and practical application of skills that nurture their intellectual, emotional, and social skills, where educators play a pivotal role in creating interactive and relevant learning experiences that prepare them to navigate complexities in their personal lives and society at large. These recognize that academic success goes beyond grades, encompassing applying knowledge in practical contexts and developing critical thinking and problem-solving skills crucial for lifelong learning. Additionally, by embracing learners' holistic development and preparing them for practical situations, social studies teachers can empower students to become well-rounded individuals equipped to contribute meaningfully to their communities.

Conclusion

This paper explored the instructional practices of social studies teachers in basic education. This research was able to determine their commonly used instructional practices, as well as various considerations and perspectives on the academic performance of their students. Examining social studies teachers' instructional practices is crucial because it is essential to impart appropriate fundamental knowledge in basic education to the students for more meaningful learning and to ensure that the goals and objectives of the curriculum are met by engaging the students in the learning process.

This research determined six (6) themes from the participants' narratives as a result of this investigation. These are (1) integrated instructional method, (2) technology-enhanced learning, (3) curriculum and resources considerations, (4) personalized learning considerations, (5) student's holistic development perspective and (6) student's practical application of skills perspective. The first and second themes were the commonly used instructional practices of social studies teachers, the third and fourth themes were the considerations in selecting instructional practices, and the fifth and sixth themes were the perspectives of social studies teachers on the academic performance of their students.

Based on the findings, this study revealed that social studies teachers utilize various instructional practices to deliver their lessons

effectively. The selection of these instructional practices relies primarily on the curriculum and availability of resources, as well as the student's needs and interests. Furthermore, social studies teachers' perspective on academic performance of their students are not only in the scholastic achievements of the learners but also in their holistic development. This implies that teachers emphasize the learner's overall well-being in the cognitive, affective, and psychomotor aspects of learning. Aside from that, teachers perspective on academic performance emphasize meaningful and effective learning by stimulating practical application of skills relevant and valuable in learners' daily lives, letting them make real-life application of their knowledge and further shaping them as responsible citizens and active members of society. This findings show that in teaching social studies in basic education, teachers use various instructional practices in which integrated instructional method is commonly used, contrary to the traditional lecture method wherein students are expected to be passive learners in the classroom. Moreover, teachers also design their lesson plans to align with the curriculum requirements and available resources to provide quality education and promote holistic development of their learners.

The result of this research indicate valuable insights into professional development of teachers, highlighting collaborative planning and teacher trainings and seminar-workshops to enhance instructional skills and overall teacher quality. Equipping the teachers with adequate knowledge, skills, attitude, and resources toward teaching social studies will provide improved teaching and learning experience in the academe, producing more competent and responsible citizens of the country.

This study was limited to the instructional practices of Social Studies teachers in the public elementary and secondary schools in Zamboanga City, Philippines. It focused on identifying their commonly used instructional practices, varied considerations in selecting instructional practices, and their perspectives on academic performance. Due to time constraints and limited resources, the research only focused on the data gathered from six (6) social studies teachers in one-on-one interviews. Moreover, the researchers generated the following recommendations based on the research findings to create more comprehensive information in the realm of education for future use. First, for future researchers, this study suggests conducting more local studies with a larger sample size to examine further the various instructional strategies of the teachers who teach social studies and investigate the evolving needs of society; next, the researchers recommend conducting further studies

on the effectiveness of technology-enhanced learning and ICT in teaching Social Studies and how it affects the quality of education the students received. Finally, the researchers further encourage to build a research focus on the effects of lack of knowledge and skills on ICT integration in the teaching of Social Studies.

This research encourage the community, stakeholders, together with the Department of Education, to provide support in the professional development of teachers in their endeavors to meet the standards of quality education. Furthermore, the researchers also seek to promote additional allocation of resources and learning materials to help aid teacher instruction and lesson delivery.

Author's Contribution

JGQB developed the concept and designed the manuscript; 25%; RBC helped with the data analysis; 25% AFK helped revise the manuscript; 10%; AAA and MIL provided vital information in the research; 10% each; NSI, SNIK, ZAS, and SAT provide critical intellectual support; 5% each.

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