

# **Socioeconomic Barriers Affecting Teachers’ Instructional Performance and Students’ Engagement In Araling Panlipunan**

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*Abstract* — Education is often viewed as the key to break the cycle of poverty, yet for many teachers and students, socioeconomic barriers remain deeply entrenched impediments to effective learning. This research examined socioeconomic barriers affecting teachers’ instructional performance and students’ cognitive engagement in Araling Panlipunan among selected secondary schools in Minglanilla District II, Division of Cebu Province for School Year 2024–2025. A descriptive-quantitative method was utilized to collect and analyze data from 453 respondents: 25 teachers, 216 students, and 212 parents. Among the teachers, 48 percent were aged 31–40, female

and married, with an average age of 36. They had earned units in a Master's Degree, served 11–20 years, taught Grade 9 Araling Panlipunan, held Teacher I–III positions, and attended In-Service Training Webinars. Of the student respondents, 56.93 percent were 15–16 years old, predominantly female, with an average age of 16, and from medium-sized families. They had 2–3 siblings, were sons or daughters in the family, and had “Very Satisfactory” academic performance in the 3rd grading period. Among the parents, 77.83 percent were aged 41–50, female, married, and college graduates. They were self-employed and had a monthly income between Php 10,957 and 21,914. Findings showed that teachers' performance across Key Result Areas (KRAs) was rated Very Satisfactory. Socioeconomic barriers were Highly Significant in their impact on instructional performance, while students were rated Highly Engaged cognitively. A significant relationship was found between socioeconomic barriers and both instructional performance and student engagement. Thus, a self-directed student engagement program was strongly recommended.

***Keywords — Educational Administration, Descriptive-quantitative, Socioeconomic Barriers, Student's Engagement, Cebu City, Philippines***

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## I. Introduction

This chapter examined the significance of the identified socioeconomic barriers in teaching Araling Panlipunan in secondary education in relation to the level of instructional performance and students' cognitive engagement among the select schools. It also identified solutions to address the gaps to improve teachers' performance and students' engagement. It also included an extensive overview of literature and concepts in branding an understanding on the multidisciplinary approaches to ensure student's performance as well as identifying the problem

### Literature Review

This section includes both conceptual and research literature gathered by the researcher. It presents ideas, concepts, generalizations, and findings related to the study, which served as a basis for developing the project and identifying relevant information.

#### *Conceptual Literature*

The conceptual literature provided an overview of the significance of the identified socioeconomic barriers, teachers' instructional performance and students' cognitive engagement. It discussed challenges and limitation, and strategies to address these obstacles in the school. This review provided the foundation for studying the socioeconomic barriers, teachers' instructional performance and students' cognitive engagements among the select schools in Minglanilla District II, Province of Cebu.

Motivation played a key role in the learning process. Related previous studies on motivation have an important position in the field of educational psychology. Most studies of motivation generally focus on self-determination theory (SDT) ( [Al-Jubari et al., 2019](#)) and goal

orientation theory ([Wolters, 2004](#), cited 2025). The goal orientation theory emphasized the impact of the goal structure of the learning environment on the learning process while SDT puts emphasis on the impact of the learning environment, psychological needs, and self-determined motivation on the learning process. The psychological needs perceived by learners internalized. This theory was used to explain the determined states of students in the learning process and examine whether students' learning motivation is influenced by the difference in socioeconomic status, thus providing specific directions for the educators (Ofiaza, E. S. (2023).

Sociological theories of education and views of the purpose of education were different than the educational philosophies studied in previous units.

Education is a social institution through which children are taught academic knowledge, skills, and cultural norms. While formal education is taken care of through academics, informal education includes cultural transmission for which social interaction is mandatory (Education around the world, n.d.). Hence education leads to development of skills that enhance employment and therefore happiness and a sense of wellbeing. That reversely helps in development of a well-balanced society (OECD, 2013).

There are 3 sociological theories of education namely (a) functionalism, (b) conflict theory and (c) symbolic interactionism (Theoretical perspectives on education, 2010). I relate to functionalism most, that is education as fulfilling a function for social growth and development. This is rooted in theories of Plato with the early functionalist thinkers describing society as biology calling societies as analogous to organisms. Biologically, all the parts of our body are interconnected and each part affects the other. Hence a certain level of integration around an integrating value is needed for the society to run effectively. This is the function of social integration (Nancy, 2020).

Student engagement refers to the intensity with which students apply themselves to learning in school, and it is regarded as an important component of student learning (Tomović, A. 2021). Students who are engaged are motivated to complete tasks successfully, are focused on the task at hand, often ask follow-up questions, are willing to take risks, and usually take part in rich content-based discussions with their peers (Loveless, cited 2021). Student engagement includes three dimensions: intellectual, social, and behavior.

Therefore, this study looked into the performance of participants, the socioeconomic factors affecting teachers' instructional performance and students' cognitive engagement and skills that help one address the root causes of systemic social problems.

### ***Research Literature***

One of the essential subjects in the K–12 Curriculum that aimed to prepare students to be-come responsible and useful members of society is Araling Panlipunan. The K–12 Araling Panlipunan curriculum also states that the goal of teaching Araling Panlipunan was to help

students develop a basic understanding of historical, geographical, political, and economic concepts and issues so that they can know, produce, mature, and be with others. Understanding rather than memorization of terms and concepts was emphasized in the curriculum (DepEd Order no. 21, series of 2019).

In addition, the learner was required to provide their definition and interpretation of each topic studied as well as how it translates in various contexts, particularly how it applies to the meaning that topic has for them personally and for society. Since it provides information, knowledge, skills, and attitudes that help instill values in them to be a proactive and responsible citizen of the country, studying social studies is a crucial component of the curriculum. The learners are also being made aware of local, national, and international issues that could have an impact on their daily lives. The field-specific expertise of teachers is required to achieve this goal.

The National Achievement Test, or NAT, was an annual national test administered by the Department of Education through its National Education Testing and Research Center (NETRC). According to the result of the NAT 2012, the performance of the high school students in Araling Panlipunan is 54.22% which means that the target of 75 % did not reach. It means that the students have problems with information-processing skills, they have a hard time evaluating, interpreting, and manipulating facts (Gonzales, B. T. & Hermosa, J. P. (2023).

Socio-economic factors have been cited as a determinant of students' performance in national examinations. The socio-economic factors that influence academic performance included low parental/guardian education level; low income and pre-occupation with work. A large number of pupils could not carry out private studies at home. Due to poor economic status (low earnings) some families live in overcrowded and/or poorly lit rooms. Moreover, they could not afford to buy essential furniture, essential textbooks that were not issued at school, engage their children in extra coaching after school, buy internet enabled mobile phones and computers from which important information for education purposes can be assessed. Majority of the parents were found to be preoccupied with work. Their preoccupation denied them time to attend to school meetings/functions and observe behavior changes in their children. There (Njuguna, N. R. (2021).

Education and training imparted skills and productive knowledge and transforms human capital. However, Educational performance was affected by various socioeconomic factors. The factors may range from family background, learning environment and government intervention (Mumiukha, Ngugi & Ndiga, 2015).

In Malaysia, socioeconomic factors significantly affect the academic performance of school going children. Siah, Christina Ong, Tan, Sim and Xian Thoo, (2018) noted that parent's level of education and availability of reading materials at home affects pupils' academic achievement. According to Sulaiman, et al. (2020) adequate facilities, adequate teachers, parental support and favorable environment affects students' academic performance in Malaysia.

Socio-economic factors have been cited as a determinant of students' performance in national examinations. Basil (2017) points out that poor parental care with gross deprivation of social and economic needs of a child usually yield poor academic performance of the child. Parental involvement in pupils' academic work may result to higher grades and test scores, long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools believe that good parenting supported by strong economic background could enhance strong academic performance of the child. According to the author, students' achievements is predicted where the child is properly counseled in the choice of his or her courses and vocation that matches ability, interest and capability.

## II. Methodology

### *Research Design*

This study examined the multidisciplinary approach on the identified socioeconomic barriers affecting teachers' instructional performance and students' engagement in Araling Panlipunan among the select secondary schools in Minglanilla District II, Division of Cebu Province, for School Year 2024-2025 using descriptive-quantitative approach. Descriptive quantitative research design was aimed at discovering how many people think, act or feel in a specific way. Quantitative projects involved large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or insight as the aim of qualitative research.

The primary goal of this kind of research was to gather and examine numerical data. Researchers were able to measure and compare several variables with accuracy by employing numbers. Large sample sizes are frequently used in quantitative descriptive research to guarantee the accuracy of the results and their generalizability to a broader population. To have a thorough understanding of the topic under study, this entailed surveying a large number of people or gathering data from numerous accounts. Researchers employed organized instruments such as polls, questionnaires, and surveys. Because these tools offered pre-formulated questions and response choices, it is simpler to get consistent information from every participant.

This type of research focused on collecting and analyzing numerical data. By using numbers, researchers can measure and compare different variables accurately. To ensure that the findings are accurate and can be generalized to a larger population, quantitative descriptive research often involved large sample sizes. This means surveying many people or collecting data from many instances to get a comprehensive picture of the subject being studied. Researchers used structured tools like surveys, questionnaires, and polls. These tools have set questions and response options, making it easier to collect consistent data from all participants. For instance, a survey about teachers and students perceives on the significance of the identified socioeconomic barriers affecting performance and cognitive engagement might include questions with predefined

answers such as “highly significant,” “somewhat significant,” “less significant,” and “not significant,” (Team Insights, 2023).

Consequently, the statistical tool that was employed in data processing was the Chi-Square test. Pearson’s chi-square ( $\chi^2$ ) tests, often referred to simply as chi-square tests, were among the most common nonparametric tests. Nonparametric tests were used for data that don’t follow the assumptions of parametric tests, especially the assumption of a normal distribution. It helped figure out if two things were interested in (like voter intent and political party membership) are related or just a coincidence. In technical terms, it tests if there’s a significant relationship between two categorical variables—things one can put into categories, like types of fruit or movie genres (Turney, S. 2023).

### ***Study Locale***

This study focused on examining the socioeconomic barriers that affect teachers’ instructional performance and students’ cognitive engagement in Araling Panlipunan among selected secondary schools in Minglanilla District II, Division of Cebu Province during the School Year 2024–2025. It explored the relationship between the socioeconomic conditions of teachers, students, and their households, and how these conditions influence teaching effectiveness and student engagement in the subject. However, the study has several limitations. First, it is geographically limited to Minglanilla District II and may not fully represent other districts or provinces in the Philippines with different socioeconomic and educational contexts. Second, the research only considered specific variables related to socioeconomic status and did not include other possible influencing factors. Lastly, the study did not include classroom observations, which could have enriched the understanding of the lived experiences of teachers and students facing these challenges.

### ***Population and Sampling***

The sample referred to the number of students that was utilized in this study. The sample size, which was determined by the number of items, individuals, or data points chosen to statistically represent a larger population, is a crucial determinant in research due to its direct impact on the reliability and generalizability of the results to the broader population (Coursera, 2023). In this study, the population size (N) was twenty-five teachers, two hundred sixteen students and two hundred twelve parents.

The researcher employed the Slovin’s formula in getting the size. In statistics Slovin’s formula was used to calculate the minimum sample sized needed to estimate a statistic based on an acceptable margin of error (Bobbitt, Z. 2023).

Slovin's sample formula is calculated as:

- $n = N / (1 + Ne^2)$

Sample Population: Teachers (28)

- $n = N / (1 + Ne^2)$
- $n = 28 / (1 + 28(.06)^2)$
- **n = 25**

Sample Population: Students (984)

- $n = N / (1 + Ne^2)$
- $n = 984 / (1 + 984(.06)^2)$
- **n = 216**

Sample Population: Parents (900)

- $n = N / (1 + Ne^2)$
- $n = 900 / (1 + 900(.06)^2)$
- **n = 212**

Using the above formula, the calculation yielded  $n=25$  for teachers,  $n=216$  for students, and  $n=212$  for parents with a 0.06 margin of error.

The respondents of the study selected using simple random sampling of 25 teachers, 216 Junior High School students and 212 parents.

The study utilized a simple random sampling procedure to ensure a diverse sample of respondents in Minglanilla District II, Division of Cebu Province, Cebu. It aimed to gather a range of views on the significance of multidisciplinary approaches on the identified socioeconomic barriers that affects teachers' instructional performance and students' engagement providing a valid assessment on the research instrument.

The researcher used the technique of simple random sampling (SRS) to choose a random subset of individuals from a larger group or population. Every member of the group has an equal probability of being chosen in a basic random sampling procedure. To get a sample that is typical of the overall population, statistics, a field of applied mathematics, frequently uses this technique.

### *Data Collection Procedures*

The data were collected through survey questionnaire as outlined in the sampling procedure. These data were collected from the different respondents; teachers, students and parents in District II of Minglanilla, Division of Cebu Province, Cebu. The thorough analysis helped draw conclusions about the significance of the identified socioeconomic barriers that affects the teachers' instructional performance and students' engagement in Araling Panlipunan subject.

The respondents were given a set of questionnaires and distributed through Google form for easy retrieval. Likewise, the instrument was presented to the board of examiners during the proposal defense for its content validation prior to fielding. The researcher sought permission to conduct a pilot test by preparing a formal letter approved by the dissertation adviser and suggestions from the research panel. The researcher addressed the panel's viewpoints and implemented the required alterations and removals in consideration of the suggestions.

The questionnaires were distributed to the respondents for acceptability of internal constancy of the questions which results determined if there is significant relationship.

### *Data Processing and Analysis*

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There were four (4) parts in the survey questionnaires.

Part I tackled on the demographic profile of respondents with regards to the teachers' age and gender, civil status, highest educational attainment, field of specialization, position, years of teaching experience, related seminars/training attended and performance rating. For students profile are the age and genders, family size, general academic achievement in 3<sup>rd</sup> quarter, number

of siblings and family relationship; for parents' profile are the age and gender, highest educational attainment, occupation, marital status and family income.

Part II dealt on the level of instructional performance adopting the DepEd RPMS Tool 2023 Key Results Areas (KRAs) in the Individual Performance Commitment and Review Form in public secondary schools for teachers in terms of the following: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning and assessment and reporting, community linkages and professional engagement and personal growth professional development and plus factor.

Part III tackled on the perception of respondents as to the significance of the following socioeconomic barriers affecting teachers' instructional performance as to the following issues: promoting civic competence, critical thinking skills, democratic values and effect on students.

Part IV dealt on what teachers perceived as to level of students' cognitive engagement in terms of the following: degree of attention, curiosity, interest, optimism and passion.

### ***Ethical Considerations***

This dissertation was conducted in accordance with the principles of ethical research.

The research participants have chosen to partake without being influenced by outside pressure or coercion.

Researcher ensured that the participants were not subjected to any physical, emotional or psychological harm, and that the research will be conducted in fair and unbiased manner.

Researchers ensured that subjects understand they are free to leave the study or clinical trial at any time, without providing an explanation, and that they won't experience any negative consequences or repercussions.

To protect the participants, the researcher obtained informed consent from all 453 respondents, guaranteeing their voluntary involvement and strong understanding of the study's purposes. Respondent's identities were protected in an effort to maintain secrecy and privacy on their survey questionnaires

Obtaining and maintaining voluntary participation was especially critical for vulnerable groups of people who may find it more difficult to withdraw from once they had received these details, interested study subjects are ready to sign a consent form to confirm they are still willing to participate.

Finally, the researcher ensured that the research conducted ethically and responsibly, adhering to highest standards of integrity and professionalism. This involved following ethical

guidelines and protocols in accordance with the university policy, the Data Privacy Act, and the proper disposal of the collected raw data.

### III. Results and Discussion

#### *Results*

This section provided, evaluated, and interpreted the information gleaned from the study participants' questionnaires. Together with related statistical analysis and interpretation, the data were given in tabular and graphical formats. The conversation focused on examining the multidisciplinary approach on the identified socioeconomic barriers and their effects on teachers' instructional performance and students' cognitive engagement in Araling Panlipunan.

#### *Discussion*

This provided the discussion or interpretation of the data obtained from the survey in regards to the identified socioeconomic barriers and their effects on teachers' instructional performance and students' cognitive engagement in Araling Panlipunan. This is also observed the connection of the existing literature to the present one.

**Summary of Findings.** This contained a concise summary of the results taken from the survey questionnaires in connection to the identified socioeconomic barriers and their effects on teachers' instructional performance and students' cognitive engagement in Araling Panlipunan. This summarized a brief upshots and acumens obtained and used it with noteworthy trends and patterns observed.

1. **Demographic Profile Analysis.** The demographic profile of respondents revealed important results. First, teacher respondents showed that most are married and aged 31–40, indicating a mature and experienced teaching workforce. Many have earned Master's units, handle Grade 9 Araling Panlipunan, and hold Teacher I-III positions with 11–20 years of service. Their participation in education-focused in-service training webinars reflects ongoing professional development and adaptation to modern teaching demands. Second, as for student respondents are 15–16 years old, aligning with the typical Grade 9 age. They came from medium-sized families and were primarily sons or daughters. Academically, they achieved a “Very Satisfactory” rating in the 3rd Grading Period, with performance potentially influenced by factors such as family structure, instructional support, and socioeconomic conditions. Last, for parent respondents the majority were married, aged 41–50, and college graduates, indicating a relatively educated and involved group in their middle adulthood. Most of them were self-employed with a monthly income between Php 10,957 to 21,914, placing them in the lower-middle income bracket. These socioeconomic

factors may impact their ability to support their children's education and influence both instructional effectiveness and student engagement.

2. **The level of teachers' instructional performance.** The findings showed that the consistent Very Satisfactory performance ratings across various Key Result Areas (KRAs) reflect a highly competent and dedicated teaching workforce effectively meeting instructional responsibilities. However, the lower rating in the Plus Factor category—covering non-instructional roles like leadership, community engagement, and extracurricular involvement—indicates a need for improvement. This suggests that while teachers excel in the classroom, their participation in broader school activities may be limited due to factors such as workload or lack of support. Strengthening institutional support and recognizing teachers' contributions beyond the classroom can enhance their overall involvement and improve educational outcomes.
3. **Significance of Socioeconomic barriers affecting teachers' instructional performance.** The result highlighted a strong consensus on the importance of fostering civic competence, student diversity, critical thinking, democratic values, and positive student outcomes, with all indicators categorized as "Highly Significant". This suggests a shared belief in the need for education that not only imparts knowledge but also prepares students to be active, informed, and engaged citizens. The findings emphasized the importance of integrating these elements into curriculum development and teaching practices to equip students for success in an interconnected and diverse world.
4. **The level of students' cognitive engagement.** The findings showed that students are highly engaged emotionally and intellectually, particularly in curiosity, interest, optimism, and passion. Consistent responses across these areas reflect reliable data and suggest strong motivation for learning. However, improving student attention remains a key area for development, offering opportunities to further enhance overall engagement in future learning initiatives.
5. **Test of significant relationship between socioeconomic barriers and level of students' cognitive engagement.** The finding suggested a significant relationship between socioeconomic barriers and cognitive student engagement, highlighting the influence of socioeconomic factors on student learning and involvement. Specifically, the extent to which socioeconomic barriers affect aspects like civic competence, critical thinking skills, and democratic values directly impacts students' cognitive engagement. This relationship underscores the importance of addressing socioeconomic disparities in education. To foster higher levels of cognitive engagement, educational systems need to implement strategies that mitigate these barriers, such as providing equitable access to resources, support for diverse student needs, and promoting inclusive learning environments. By doing so, schools can enhance students' engagement, ensuring they are better equipped to develop the necessary skills and values for success in both academic and societal contexts.

6. **Test of significant relationship between socioeconomic barriers and level of teachers' instructional performance in Araling Panlipunan.** The findings of the study revealed a significant relationship between the sociocultural barriers and the instructional performance of teachers in teaching Araling Panlipunan. The finding suggested that external socioeconomic factors directly influence how teachers effectively can deliver instructions in Araling Panlipunan subject. Barriers such as poverty, lack of parental support, cultural differences, and limited access to resources can hinder teachers' ability to fully implement strategies that promote civic competence, critical thinking, and democratic values in Araling Panlipunan subject. These barriers not only hinder teachers' instructional performance but also affect students' learning engagement, as teachers struggle to fully implement strategies and activities that develop higher-order thinking and active citizenship. Therefore, addressing these sociocultural factors is essential to improving the overall quality of Araling Panlipunan instruction and achieving its intended educational goals. Public schools and higher DepEd officials must develop supportive structures such as community engagement programs, targeted interventions for disadvantaged students, and adequate resource allocation to help teachers overcome these barriers and maintain high levels of instructional effectiveness.

#### IV. Conclusion

This provided a comprehensive conclusion depending on what the study found about in relation to the identified socioeconomic barriers and their effects on teachers' instructional performance and students' cognitive engagement in Araling Panlipunan.

Based on the results of this study, it was concluded that the level of instructional performance rating across various Key Result Areas (KRAs) for teachers, all categorized as Very Satisfactory and the level of significance of socioeconomic barriers affecting teachers' instructional performance received the "Highly Significant" categorization across all indicators while the level of students' cognitive engagement was categorized as Highly Engaged. There is a significant relationship between the significance of the sociocultural barriers and the teachers' instructional performance in Araling Panlipunan. Socioeconomic and sociocultural challenges affect both the ability of teachers to deliver effective instruction and the level of student engagement, highlighting the need for interventions to reduce these barriers in order to improve teaching and learning outcomes in the Araling Panlipunan subject.

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