

Participation in Learning Social Studies among Junior High School Students: The Predictive Role of Teacher Modeling and Student Interest

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DOI: <https://doi.org/10.47772/IJRISS.2026.100500288>

Received: 06 May 2026; Accepted: 11 May 2026; Published: 29 May 2026

ABSTRACT

Low participation in learning social studies remains a challenge. To forecast student participation using teacher modeling and student interest as predictors was aimed. Data from randomly selected 200 junior high school students were collected through a survey. Using multiple linear regression analysis, the study concluded that the model for student participation in social studies discussions, with teacher modeling and student interest as predictors, is statistically significant and supports Social Cognitive Theory, demonstrating that learning is influenced by the interaction of personal and environmental factors. Further studies may explore factors affecting participation, while teachers and administrators may focus on clear communication, teaching strategies, and professional development to enhance student engagement in learning social studies.

Keywords: participation in learning social studies, junior high school students, teacher modeling, student interest

INTRODUCTION

The Problem and Its Scope

Low class participation has been widely recognized as a persistent challenge in social studies education across the world. Research in various countries showed that students often remain passive during Social Studies. For example, when instructional methods rely heavily on a single traditional approach, students' opportunities to actively engage, discuss, and interact in Social Studies classrooms are limited, leading to low participation and reduced classroom involvement (Kyei & Tedukpor, 2025).

In Indonesian secondary schools, student participation in social studies (or civic education) is "quite low." According to a study in the Indonesian Journal of Social Science Education (2024), many students rarely ask questions, participate in group discussions, or respond actively during Social Studies lessons. In Nigeria, Padingding and Gallego (2025) highlighted that large class sizes, traditional teaching methods, and cultural expectations contribute to low engagement in classroom discussions. Similarly, in Saudi Arabia, studies have shown that students' class participation in subjects like Social Studies is limited by traditional teacher-centered instruction and social norms regarding student-teacher interaction (Reyes, 2024).

In the Philippines, many students face challenges in engaging actively in social studies classrooms. For instance, students in secondary education often exhibit low participation in social studies discussions, largely due to a lack of interest in the subject and insufficient teacher-student interaction, which hampers their ability to relate to the content (De Guzman, 2025).

This study aimed to address the noticeable gap in understanding the causes and factors contributing to low class participation in social studies classrooms. While existing studies focus primarily on academic achievement or curriculum outcomes, the direct factors influencing student participation, such as teacher modeling and student interest, have been less explored. This research sought to investigate how these two critical factors shape student engagement and participation, and how they can inform strategies to foster more

interactive, engaging, and meaningful learning environments in social studies. It is for this reason that this study was conducted.

Significance of the Study

This study is significant for educators, students, school administrators, and curriculum developers. For social studies teachers, it highlights how their behaviors and strategies impact student participation. By adopting effective teaching practices, educators can create more engaging classroom environments. For students, the study emphasizes the importance of intrinsic motivation in boosting participation and developing essential skills like critical thinking and civic awareness. For administrators and curriculum developers, the findings may support professional development programs and student-centered strategies. These insights may guide training and curriculum design to enhance student engagement. In alignment with Sustainable Development Goal 4 (Quality Education), this study stresses the need for inclusive, transformative education. It also supports the Holy Cross of Davao College – Mission, Vision and Goals, fostering competent, socially responsible learners dedicated to excellence and service.

Statement of the Problem

This study aimed to forecast student participation using teacher modeling and student interest as predictors. Specifically, it pursued the following objectives:

1. To determine the levels of teacher modeling in terms of subject matter knowledge, instructional planning and teaching strategies, assessment practices, learning environment and effective communication; student interest; and student participation in social studies classrooms.
2. To determine the significance between the teacher modeling, students interest as predictors of students participation in social studies classrooms;
3. To determine the significance of the model for students participation in social studies classrooms using teacher modeling and students interest as predictors

Research Hypothesis

H₀₁: The correlation between the teacher modeling, students interest and students participation in social studies classrooms of learning outcomes is not significant.

H₀₂: The model for students participation in social studies classrooms using the teacher modeling and students interest as predictors is not significant.

Theoretical Framework

This study is anchored on Bandura's Social Cognitive Theory (1986), which explains that learning is shaped by the reciprocal interaction of personal, behavioral, and environmental factors. Bandura emphasized that learning occurs not only through direct experience but also through observing and modeling the behaviors, attitudes, and emotional reactions of others, especially teachers.

In this study, learning outcomes are influenced by three key components: teacher modeling, student interest, and student participation. Teacher Modeling (environmental factor) shapes the classroom through the teacher's actions and strategies, impacting student learning (Schunk, 2012). Student Interest (personal factor) reflects students' intrinsic motivation, driving their engagement and participation (Bandura, 1986). Student Participation (behavioral factor) results from both teacher modeling and student interest, leading to better learning outcomes (Fredricks, Blumenfeld, & Paris, 2004). While learning is an essential component of Bandura's Social Cognitive Theory, it is delimited in this study; thus, this study is not fully anchored to the theory itself. Instead, student participation is positioned as a central factor that influences learning outcomes, with all three factors teacher modeling, student interest, and student participation working together to drive improvements in learning.

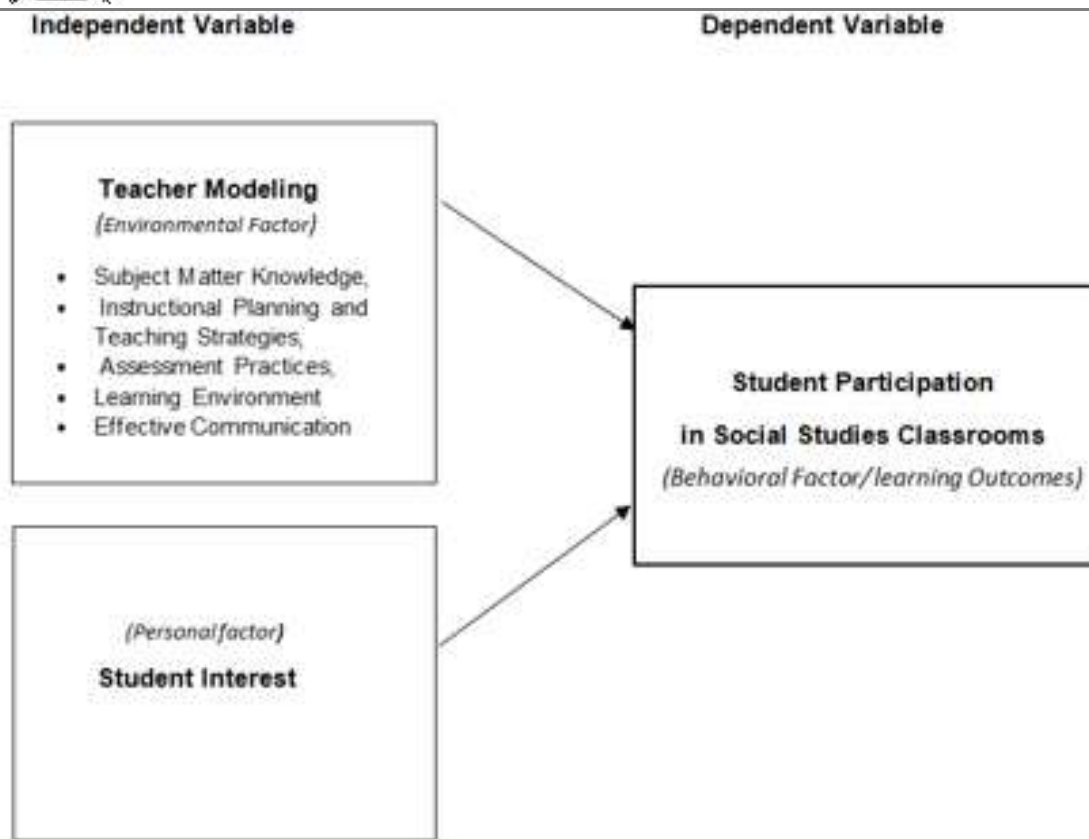


Figure 1. Conceptual Framework of the Study

METHODOLOGY

This chapter presents the methods and procedures used in conducting the study. It outlines the research design, participants, data-gathering tools, and the processes followed in analyzing the data.

Research Design

This study employed predictive research design. Such design aims to forecast future learning outcomes based on existing data patterns. The design is particularly suited for assessing how student interest and student participation can predict learning in Social Studies. By analyzing historical and behavioral data, the study aims to determine how student interest and student participation serve as predictors of learning outcomes. Predictive research designs are effective in educational contexts, where understanding the potential impact of various factors on student learning is essential (Khalil & Ebner, 2023). According to Shmueli et al. (2023), predictive research design helps forecast future trends and guide evidence-based decision-making without the need for experimental interventions. In this study, the relationship between student interest, student participation, and learning is analyzed to understand how these factors contribute to academic success in Social Studies (Hastie et al., 2023).

Research Locale

The study was conducted at Monkayo National High School (MNHS), located in the municipality of Monkayo, Davao de Oro, Philippines. The institution offers both junior and senior high school programs in line with the Department of Education curriculum. The research site was chosen due to its substantial student population and well-established Social Studies program, which provide an ideal setting to examine the predictive roles of teacher modeling and students' interest in fostering student participation in Social Studies classrooms.

Sample and Sampling Technique

This study involved 200 junior high school students enrolled during the school year of 2025-2026 in Social Studies classes at Monkayo National High School (MNHS). The respondents included learners from Grades 7 to 10, ensuring a diverse representation of academic abilities, learning backgrounds, and classroom engagement levels. A stratified random sampling technique was used to ensure proportional representation (Creswell, 2014) across all grade levels. Each grade level (Grades 7, 8, 9, and 10) was treated as a separate stratum, with 50 students randomly selected from each group, yielding a total sample of 200 respondents. This approach minimizes sampling bias and allows for meaningful comparisons across grade levels (Fowler, 2014).

Data Gathering Technique

The survey technique was employed in this study, using structured questionnaires to collect data on teacher modeling, student interest, and student participation in Social Studies classrooms. This technique allowed for a systematic approach to gather data from a defined sample without manipulating variables, offering the ability to generate quantifiable data for statistical analysis (Putri et al., 2025).

In this study, three adapted and modified survey questionnaires were utilized. The first instrument, the teacher modeling questionnaire, was adapted from Akram (2018). It consists 26 items, categorized as subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication. A four-point Likert scale was used to measure the responses. The second instrument assessed student interest. It was adapted from Rotgans (2015). It consists of seven items, and a four-point Likert was used to measure the responses. The third instrument measured student participation in social studies discussion. It was adapted from Mallari and Tayag (2022). It consists of six items. A four-point Likert scale was used to measure the responses.

Data Analysis Technique

In this study, the data analysis techniques used were descriptive, correlational, and multiple linear regression analyses. Descriptive analysis helped in organizing and summarizing data using appropriate statistical tools, considering context, purpose, and data collection to ensure accurate interpretation (Pallant, 2020). The mean and standard deviation statistical tools were used to summarize the data descriptively. Moreover, the correlation analysis was a quantitative statistical method used to determine the strength and direction of the relationship between two or more variables and to assess whether and how closely the variables varied together (Makar, 2025). The Pearson Product-Moment Correlation Coefficient statistical tool was used under correlational analysis.

Multiple linear regression analysis was used to examine how teacher modeling and students' interest predicted students' participation in social studies discussions. The standardized and unstandardized Beta coefficients were applied as statistical treatments under this analysis. The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable was provided, specifically used to describe teacher modeling, student interest, and student participation.

Scale of Measurement

The study utilized a 4-point Likert scale to measure the respondents' perceptions of teacher modeling, students' interest, and students' participation in social studies classrooms. The scale and its corresponding descriptive interpretations are presented below:

Scale	Level	Teacher Modeling	Student Interest	Student Participation on Social Studies Classroom
3.25 – 4.00	Very High	Very effective	Very effective	Very Effective
2.50 – 3.24	High	Effective	Effective	Effective

1.75 – 2.49	Low	Moderately Effective	Moderately Effective	Moderately Effective
1.00 – 1.74	Very Low	Not Effective	Not Effective	Not Effective

To measure and interpret the standard deviation, the following standard scheme was followed:

Standard Deviation Value Ranges and Interpretation

<i>Range</i>	<i>Description</i>	<i>Interpretation</i>
$SD \leq 0.50$	High Consistent Responses	Strong and uniform perception
$SD = 0.51 - 1.00$	Moderate Consistent Responses	Acceptable consistency
$SD = 1.01 - 1.50$	Low Consistent Responses	Differing views or experiences
$SD > 1.50$	Very Low Consistent Responses	High variability and lack of consensus

For the interpretation scale of the r-value, the following scheme was used:

<i>Computed r</i>	<i>Descriptive Interpretation</i>
± 1.00	<i>Perfect correlation</i>
<i>Between $\pm 0.75 - \pm 0.99$</i>	<i>High correlation</i>
<i>Between $\pm 0.51 - \pm 0.74$</i>	<i>Moderately high correlation</i>
<i>Between $\pm 0.31 - \pm 0.50$</i>	<i>Moderately low correlation</i>
<i>Between $\pm 0.01 - \pm 0.30$</i>	<i>Low correlation</i>
<i>.000</i>	<i>No correlation</i>

Lastly, under multiple linear regression analysis, the statistical tools used are unstandardized and standardized Beta coefficient. The following standard scheme was followed to measure the strength of the influence:

B Value Range	Strength of Prediction
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

Ethical Consideration

This study adhered to ethical guidelines and the principles of the Society for Moral Integrity and Legal Ethics (SMILE), ensuring that respondents are treated with respect and dignity. Informed consent was obtained from parents or guardians, and assent was obtained from students after clearly explaining the study's purpose, procedures, and potential benefits. Participation was voluntary, and respondents can withdraw at any time

without penalty. Approval for the study was secured from the Division Office and the school principal. Respondents' confidentiality and anonymity were strictly maintained, with all research data securely stored and accessible only to the researcher for academic purposes. The study ensured no harm is inflicted, and all research instruments were age-appropriate and non-invasive.

For respondents who are minors, additional consent was sought from the parents or guardians, who were fully informed of their rights and the study's details. Parental consent ensures the safety and protection of the minors involved. All procedures prioritized the wellbeing of minor participants, and ethical standards were upheld throughout the research process.

RESULTS

This chapter presents the descriptive, correlation and regression analysis results. Also, the summary of findings is presented.

Descriptive Analysis

Table 1 presents the descriptive analysis of the variables involved in the study, namely; teacher modeling, student interest, and student participation in social studies classrooms. It includes the respective indicators, along with the number of samples, standard deviation, mean, and the corresponding descriptive levels for each variable.

Table 1. Descriptive Analysis Results (n=200)

Variables	SD	Mean	Interpretation
Teacher Modeling	0.37	3.44	Very High
<i>Subject Matter Knowledge</i>	0.44	3.41	Very High
<i>Instructional Planning and Teaching Strategies</i>	0.41	3.40	Very High
<i>Assessment Practices</i>	0.46	3.41	Very High
<i>Learning Environment</i>	0.45	3.47	Very High
<i>Effective Communication</i>	0.49	3.52	Very High
Students Interest	0.61	3.20	High
Students Participation in Social Studies Classrooms	0.49	3.32	Very High

1.00-1.74 Very Low, 1.75-2.49 Low, 2.50-3.24 High, 3.25-4.00 Very High

Specifically, the table shows that Teacher Modeling variable obtained a mean of 3.44, described as very high. This indicates that the teacher modeling, as rated by the respondents, is very effective. All indicators are described as very high level. The standard deviation of 0.37 denotes high consistent responses, indicating strong and uniform perception. Meanwhile, Students Interest variable garnered a mean of 3.20, described as high. It indicates that student interest, as rated by the respondents, is effective. The standard deviation of 0.61 is described as moderate consistent responses, interpreted as acceptable consistency. Finally, Student Participation in Social Studies Classrooms attained a mean of 3.32, classified as very high. It indicates that the student participation, as rated by the respondents, is very effective. The standard deviation of 0.49 denotes high consistent responses, indicating strong and uniform perception.

The results show that teacher modeling and student participation are perceived as very effective, while student interest is considered effective, with teacher modeling and student participation demonstrating higher levels of consistency in responses compared to Student Interest.

Correlation Analysis

Table 2 shows the correlation between the determinant and criterion variables, including the r-value, p-value, the decision on the null hypothesis, and its interpretation.

Table 2. Correlation Analysis Results

Variables	Students Participation in Social Studies Classrooms		
	r-value	p-value	Interpretation
Teacher Modeling	0.617	0.000	Positive, Moderate and Significant Relationship
Students Interest	0.643	0.000	Positive, Moderate and Significant Relationship

As shown in the table, the correlation between teacher modeling and student participation in social studies classrooms obtained a p-value of 0.000, which is less than 0.05 degree of confidence; hence, the null hypothesis is rejected. It indicates that the correlation between the variables mentioned is significant. The corresponding r-value of 0.617 suggests that the correlation is moderate. This implies that when teacher modeling changes the student participation also change.

Furthermore, the correlation between student interest and student participation in social studies classrooms obtained a p-value of 0.000, which is less than 0.05 degree of confidence; hence, the null hypothesis is rejected. It indicates that the correlation between the variables mentioned is significant. The corresponding r-value of 0.643 suggests that the correlation is moderately correlation. This implies that when student interest changes the student participation also change.

The correlations between both teacher modeling and student interest with student participation in social studies classrooms were found to be significant. Both variables showed a moderate correlation with student participation, indicating that changes in teacher modeling and student interest are associated with changes in student participation.

Regression Analysis Result

Table 3 is the regression analysis table. It contains the estimates, standardized estimates, standard errors (SE), t-values, p-values, and interpretations of the independent variables.

Table 3. Regression Analysis Results

Independent Variables	Students Participation in Social Studies Classrooms					
	Estimate	Stand. Estimate	SE	t	p	Interpretation
Intercept	0.457		0.223	2.05	0.042	
Teacher Modeling	0.505	0.386	0.076	6.67	0.000	Significant Influence
Students Interest	0.353	0.440	0.047	7.59	0.000	Significant Influence
R= 0.722, R ² = 0.521, Adjusted R ² =0.517, F=107.0, Sig.=0.000						

The table specifically shows the predictive model for student participation in social studies classrooms, using teacher modeling and student interest as predictors is $SPSSC = 0.505 TM + 0.353 SI + 0.457$. With the p-value of 0.000, which is less than the 0.05 degree of confidence, the null hypothesis is rejected. This signifies that the model is significant to predict student participation in Social Studies classrooms.

Both predictors are strong. Teacher modeling has a coefficient of 0.505, meaning, a one-unit increase in teacher modeling leads to a 0.505 increase in student participation. Similarly, students interest has a coefficient of 0.353, showing that a one-unit increase in interest results in a 0.353 increase in participation. The model explains 52.1% of the variance in student participation ($R^2 = 0.521$), confirming that teacher modeling and students interest are significant predictors of participation in Social Studies classrooms.

The predictive model for student participation in social studies classrooms shows that both teacher modeling and student interest are significant predictors. Together, they account for a substantial portion of the variation in student participation, with both factors having a strong and positive influence on student engagement.

Summary of Findings

Based on the statistical analysis conducted, the study revealed the following:

1. The relationship between teacher modeling, student interest and student participation in social studies classrooms is significant.
2. The regression model for student participation in social studies classrooms, using teacher modeling and student interest as predictors, is significant.

DISCUSSIONS

Discussed in this chapter are the findings of the study. Also, the conclusion and recommendations are presented.

Teacher Modeling, Student Interest, and Student Participation in Social Studies Classrooms

The finding revealed a significant relationship between teacher modeling, student interest, and their participation in Social Studies classrooms. This outcome supports the idea of Zhang (2024), reporting that teacher instructional strategies and emotional engagement positively influence student learning engagement and participation. Likewise, the current result aligns with the work of Xiong (2025), explaining that refined teaching methodologies significantly enhance student learning engagement, with student motivation serving as a key factor that links teacher practices to classroom participation.

However, this current study contradicts Sarmiento et al. (2025), who argued that additional factors, such as the classroom environment and peer interactions, also influence student engagement. These discrepancies indicate that while teacher behaviors are important, the impact of teacher modeling may vary based on the wider classroom context.

Teacher Modeling and Student Interest in Student Participation in Social Studies Classrooms

It is proposed in this study that teacher modeling and student interest significantly predict student participation in Social Studies discussions. This finding supports the work of Arsalan (2025), explaining that the use of engagement-focused strategies, such as interactive instructional methods and supportive feedback, enhances students active involvement in learning activities. Similarly, the current outcome corresponds with Kusumawardhani et al. (2025), who found that positive student-teacher interactions and active learning approaches significantly increase classroom engagement and participation. Additionally, the recent finding aligns with Xu (2025), who showed that student intrinsic motivation, fostered by supportive teacher behaviors, enhances classroom participation. When students feel motivated and supported, they engage more actively in class discussions.

Nevertheless, the current finding contrasts with the claim of Cebelleros and Buenaventura (2024), reporting that factors such as peer interactions, academic climate, and teacher communication behaviors significantly influence student engagement, suggesting that student participation may be shaped by a broader set of contextual factors beyond teacher modeling alone

CONCLUSION

Based on the findings, it was concluded that the model for student participation in Social Studies discussions, with teacher modeling and student interest as predictors, is statistically significant. The model explains 52.1% of the variance in student participation. This result supports Social Cognitive Theory, which highlights that learning is shaped by the reciprocal interaction between personal factors, such as student interest, and environmental factors, such as teacher modeling.

RECOMMENDATIONS

As concluded, the following are recommended:

1. Future researchers may conduct further studies to explore additional variables that may explain the missing 47.9% variance in students participation. These unexplored factors might include classroom environment, peer interactions, teaching strategies, or students motivation, which may provide a deeper understanding of the determinants of student participation.
2. Teachers may focus on clear communication, positive classroom behavior, and engaging instructional strategies. These efforts may help foster active student participation providing more opportunities for guided discussions, reflection activities, and collaborative tasks will further encourage student involvement.
3. School administrators may prioritize professional development to support teachers in refining their teaching practices. This may include providing training on effective teaching techniques and creating an environment that fosters student engagement. School-based resources and initiatives may also focus on improving teaching strategies.

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“The Predictive Role Of Teacher Modeling And Student Interest On Student Participation In Social Studies Classrooms”

(Survey Questionnaire)

Dear Participants,

You are invited to participate in this research study by completing the questionnaire below. The purpose of this study is to examine how teacher modeling and student interest influence student participation in Social Studies classrooms.

The questionnaire will take approximately 5–10 minutes to complete. Your participation is entirely voluntary, and you may choose not to answer any question. All responses will be kept confidential and will be used solely for academic and research purposes.

Your honest participation is highly appreciated and will contribute to a better understanding of student engagement in Social Studies.

Sincerely,

Stiphen Artigas



Researcher

Teacher Modeling Questionnaire

Direction: Please indicate your response to each of the following statements by marking (✓) the number that corresponds to your degree of agreement or disagreement with it. Ensure that you answer every statement. Apply the following scale to express your answer:

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

1.1 Subject Matter Knowledge	4	3	2	1
My Social Studies teacher:	(SA)	(A)	(D)	(SD)
1. Demonstrates accurate and clear knowledge of the subject during lessons.				
2. Connects new topics to previously learned concepts and future lessons.				
3. Presents Social Studies content using varied teaching approaches.				
4. Explains lessons in ways that are easy for me to understand.				
5. Relates Social Studies topics to real-life situations.				
6. Adjusts explanations to suit students' abilities and learning needs.				

1.2 Instructional Planning and Teaching Strategies	4	3	2	1
My Social Studies teacher:	(SA)	(A)	(D)	(SD)
7. Uses different teaching strategies to help students understand lessons better.				
8. Modifies teaching methods to make lessons meaningful to students' lives.				
9. Considers individual differences when teaching Social Studies.				
10. Uses appropriate materials, technology, and resources during instruction.				
11. Motivates students and sustains their interest throughout the lesson.				
12. Provides learning resources that support students' understanding.				

1.3 Assessment Practices	4	3	2	1
My Social Studies teacher:	(SA)	(A)	(D)	(SD)
13. Regularly checks students' understanding through quizzes or activities.				
14. Gives timely feedback on students' performance.				
15. Keeps records of students' academic progress.				
16. Uses various ways to assess student learning				
17. Encourages students to improve their performance after assessments.				

1.4 Learning Environment	4	3	2	1
My Social Studies teacher:	(SA)	(A)	(D)	(SD)
18. Creates a classroom atmosphere based on respect and trust.				
19. Encourages continuous improvement and learning among students.				
20. Maintains an orderly classroom that supports learning.				
21. Provides a welcoming and positive classroom environment.				
22. Encourages students to improve their performance after assessments.				
23. Gives all students equal opportunities to succeed in class.				

1.5 Effective Communication	4	3	2	1
My Social Studies teacher	(SA)	(A)	(D)	(SD)
24. Uses clear and appropriate language when explaining lessons.				
25. Explains concepts in ways suitable to students' age and ability level.				
26. Responds to students' questions clearly and respectfully.				

Student Interest Questionnaire

Direction: Please indicate your response to each of the following statements by marking (✓) the number that corresponds to your degree of agreement or disagreement with it. Ensure that you answer every statement. Apply the following scale to express your answer:

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

2.1 Students Interest	4	3	2	1
(SA)	(A)	(D)	(SD)	
27. I am genuinely interested in learning about Social Studies.				
28. I often read or watch materials about Social Studies outside of class.				
29. I look forward to Social Studies lessons because I enjoy them.				
30. I have been interested in Social Studies for a long time.				
31. I enjoy watching or following programs related to Social Studies (e.g., historical documentaries, news).				
32. In the future, I would like to pursue a career or further studies related to Social Studies.				
33. When I am learning about Social Studies, I become fully focused and forget about other things around me.				

Student Participation in Social Studies Classrooms Questionnaires

Direction: Please indicate your response to each of the following statements by marking (✓) the number that corresponds to your degree of agreement or disagreement with it. Ensure that you answer every statement. Apply the following scale to express your answer:

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

3.1 Students Classroom Participation in Social Studies	4 (SA)	3 (A)	2 (D)	1 (SD)
34. I actively answer questions during Social Studies discussions.				
35. I share my ideas or opinions during Social Studies classes.				
36. I ask questions when I do not understand the lesson.				
37. I actively participate in group activities and tasks.				
38. I pay attention and stay engaged during class discussions.				
39. I volunteer to participate in classroom activities.				