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RESEARCH ARTICLE

TEACHERS' PERFORMANCE AND STUDENTS' ACHIEVEMENT IN ARALING PANLIPUNAN

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Abstract

Araling Panlipunan (AP) represents a critical facet of the Philippine educational landscape, fostering the development of students' socio-cultural awareness and civic engagement in basic education. This study analyzed the complex relationship that exists between teacher instructional effectiveness and student's academic achievements in AP within the domain in a specific subset of Junior High School both public and private at Legislative District II in the Province of Isabela, Philippines. The study employed methodological framework based on descriptive-correlational paradigms to organize an empirical investigation through organized questionnaires that are given to groups of teachers, students, and school heads/principals. Analysis of Variance (ANOVA), T-Test, and Pearson Correlation Coefficient are used as statistical techniques that provide a foundation for methodical data analysis that reveal differences and subtle relationships and patterns in the dataset. The results revealed a demographic makeup that is typified by a high proportion of female, and experienced teachers who have a strong preference for AP specialization. Evaluations of teacher's performance from themselves and school heads/principals demonstrated continuously high performance, with consistency found in age and gender across demographic groups. AP student performance is of a high caliber, and there are statistically significant correlations that indicate the relationship between particular teaching strategies and improved exam scores. These results provide teachers with useful information that emphasizes how important effective teaching strategies are for promoting academic success in the AP subject.

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INTRODUCTION

In the Philippine educational system, Araling Panlipunan (AP) plays a pivotal role in shaping students' understanding of societal structures, historical events, and cultural heritage. This subject is fundamental to fostering critical thinking and instilling a sense of civic responsibility among students. Given its significance, the effectiveness of instruction in Araling Panlipunan is crucial for attaining educational goals and improving student outcomes.

As emphasized in DepEd Order No. 42 s.2017, the Department of Education (DepEd) reaffirms its commitment to the belief that quality teachers are instrumental in shaping well-rounded students who exemplify strong values, possess 21st-century skills, and have the potential to propel the nation toward progress and prosperity. DepEd recognizes that the quality of learning is inherently tied to the quality of teaching, which underscores the growing need for Teachers' Performance Analysis (TPA) as a critical tool in achieving the department's mission to uphold high standards in basic education for Filipino students. The book for Teachers at Chesterfield County emphasizes the importance of performance evaluation processes to improve instruction and the overall teaching and learning process within the school. Accordingly, the study of Gilbert (2019) and Grecu et al., (2022) highlights student performance seems to be influenced by how well teachers match their delivery and communication styles with their students, suggesting that adapting delivery methods can lead to better outcomes.

In the realm of Araling Panlipunan, the effectiveness with which teachers convey content, engage learners, and evaluate their understanding plays a crucial role in shaping students' academic success and their comprehension of societal issues (Calderon, 2021). Research indicates that teacher effectiveness is a key determinant of student achievement, underscoring the importance of ongoing evaluation and professional development to maintain educational excellence (Stronge, 2018). In recent years, the focus on teacher quality has gained momentum, with numerous studies demonstrating that well-trained and motivated educators are instrumental in enhancing student outcomes in Araling Panlipunan (Sarmiento & De Vera, 2022; Dela Cruz, 2023).

This study focused on junior high school students enrolled in select public and private schools within Legislative District II (LD2) of the Province of Isabela during the School Year 2022-2023. Although extensive research exists on teaching styles, assessment criteria, instructional strategies, and student learning preferences, there remains a significant gap in understanding the factors that influence the relationship between teachers' performance and students' achievement in LD2. This study aims to bridge this gap by examining how various aspects of teacher performance—such as planning, mastery and clarity in subject matter explanation, methodology and resource utilization, evaluation techniques, and teacher-student relationships—impact student achievement in Araling Panlipunan. By doing so, the study seeks to contribute to the ongoing efforts to enhance the quality of education and ensure that students are well-prepared to contribute to society as informed and engaged citizens.

The concepts explored in this study aligns with specific Sustainable Development Goals (SDGs) such as SDG 4 (Quality Education), which is in line with the subject's aim to provide fair and inclusive education and encourage continuous learning opportunities. SDG 11 (Sustainable Cities and Communities) addresses on reflecting the curriculum's emphasis on social studies and the promotion of sustainable urban environments. SDG 16 (Peace,

Justice, and Strong Institutions) promoting the development of peaceful societies, the value of justice, and the establishment of robust institutions — all of which are integral themes in Araling Panlipunan.

METHODOLOGY

The study employed descriptive-correlational method of research design which involved selected Junior High Schools of Legislative District II both public and private school students, teachers, and school heads/principals. This study comprises of 5 public schools and 2 private schools from the municipalities of Benito Soliven, Gamu, Naguilian, Reina Mercedes and San Mariano. The student-respondents (865) is taken 15% from each of the teacher-respondents. Teacher respondents (34) were selected using 95% confidence interval and 5% margin of error while purposive sampling technique was used for the school head/ principal respondents (7). In gathering and collecting data, the assessment method are all questionnaires floated in person and thru google form for each of the respondents' group. These questionnaires are used to determine the criteria for analysis on the Teachers' Performance and students' achievement in Araling Panlipunan and subjected for descriptive and correlation analysis. The questionnaire used was adapted from the study of Sánchez et al.(2021) on Validation of a short scale for student evaluation of teaching ratings in a Polytechnic higher education institution. Moreover, this study employed a 5-point Likert Scale- adapted from Department of Education's Individual Performance Commitment and Review Form (IPCRF) rating which is used in its evaluation of teacher's performance.

Data gathered was encoded in Excel spreadsheet, as it facilitates summation of information. To ensure the integrity of the data collected, data cleaning was utilized. Statistical Package for the Social Sciences version 28 was used to analyze the data. Pearson correlation coefficient was used in determining the correlation of the current level on teachers' performance and the academic achievement of students and Analysis of Variance (ANOVA) was used to determine the significant difference of the perception of the different group of respondents. The researcher used Descriptive statistics (frequency count, percent, mean, standard deviation). For scaled data, the weighted mean was computed. Interpretation was guided by the Likert arbitrary scale points.

RESULTS AND DISCUSSION

Table 1 presents that most indicators in the performance of AP teachers under planning, mastery, and clarity in the explanation of the subject matter and methodology and resources criteria were not significant which means the null hypothesis is accepted. The perceptions of teachers, school head/principal, and students regarding the clarity of class objectives and content expression indicated no significant differences (F=0.87, p=0.42), with mean ratings of 4.47, 4.24, and 4.29 respectively which suggests a general agreement across all groups on the effective communication of objectives. Also, in terms of teachers' clarity in explanations and presentations during discussions was also perceived uniformly across groups with no significant difference (F=0.34, p=0.71).

However, significant differences were noted in solving difficulties that arise during lessons (F=3.71, p=0.02), with teachers rating it highest (4.53), followed by school head/principal (4.47), and students rating it lowest (4.21). These findings indicate that while teachers and school head/principal see effective problem-solving, students perceive some room for improvement. Mastery of the subject matter also showed significant differences (F=4.98, p=0.01) which implies that while teachers and school head/principal acknowledge strong subject mastery, students feel there is a slight gap.

Also, it is shown that significant difference was taken from the use of methods that favor learning (F=3.88, p=0.02), with teachers rating it highest (4.50), followed by school head/principal (4.56), and students rating it lowest (4.23). Another highlighted significant difference is the use of different techniques (F=3.30, p=0.04). These imply that teachers and school head/principal perceive highly effective methods and teachers, and school head/principal acknowledge diverse techniques, however, students see room for improvement and perceive some limitations. The convenient use of different teaching materials also showed significant differences (F=3.42, p=0.03), indicating that teachers and school head/principal see effective use of materials, while students see some gaps.

Table 1. Differences of the performance of Araling Panlipunan teachers based on the perception of the three groups of respondents based on planning, mastery, and clarity in the explanation of the subject matter and methodology and resources

	INDICATORS	TEACHERS	SCHOOL HEADS/PRINCIPALS	STUDENTS	F-value	p-value
	Planning, mastery, and clarity in the explanation of the subject matter					
1.	The teacher conveniently expresses the class objectives and contents, indicating its relationship to students learning.	4.47	4.24	4.29	0.87 ns	0.42
2.	The teacher appropriately selects the class activities according to the learning objectives.	4.47	4.35	4.29	0.85 ns	0.43
3.	The teacher makes clear explanations and presentations during discussions.	4.56	4.41	4.49	0.34 ns	0.71
4.	The teacher connects lessons to real-world application.	4.71	4.32	4.37	2.97 ns	0.05
5	The teacher solves the difficulties that arise.	4.53	4.47	4.21	3.71*	0.02
6.	The teacher shows mastery of the subject matter.	4.59	4.65	4.27	4.98*	0.01
7.	The teacher demonstrates a well-planned lesson as observe throughout the learning session.	4.41	4.32	4.33	0.17 ns	0.84
8.	The teacher displays creativity and energy in the lesson delivery.	4.47	4.50	4.39	0.45 ns	0.64
9.	The teacher shows that he/she is up to date on the subject he/she teaches.	4.44	4.38	4.28	0.81 ns	0.44
	Methodology and resources					
1.	The teacher prepares teaching materials apart from the textbook and orients students on its use.	4.26	4.18	4.14	0.32 ns	0.72
2.	The teacher organizes learning experiences such as visits, trips, projects, and discussions.	4.09	4.03	4.17	0.55 ns	0.58
3.	The supplementary materials used by the teacher are interesting.	4.32	4.26	4.16	0.69 ns	0.50
4.	The teacher uses methods that favor learning	4.50	4.56	4.23	3.88*	0.02
5.	The teacher conveniently uses different teaching materials.	4.38	4.47	4.12	3.42*	0.03
6.	The teacher uses different teaching techniques.	4.59	4.47	4.27	3.30*	0.04

- significant, ns – not significant

The difference of performance of the Araling Panlipunan teachers based on the perception of the three groups of respondents according to evaluation and teacher-student relationship criteria is shown in Table 2. It is reflected that there are significant and not significant indicators in two of the criteria presented. One of the not significant results as highlighted are the teachers' teaching methods and alignment of assessment strategies ($F=0.62$, $p= 0.54$; $F=0.80$, $p=0.45$) indicating consensus on the clarity of evaluation methods and effective alignment of assessments. Fair and impartial evaluation, including learning objectives targeted were noted not significant under all group of respondents. On the other hand, using assessment results to provide feedback to students showed significant differences ($F=3.35$, $p=0.04$), suggesting that while teachers and school head/principal see effective use of feedback, students perceive some gaps. Also, with consideration of non-cognitive aspects during evaluation showed significant differences ($F=4.29$, $p=0.01$), implying teachers and school head/principal recognize a broader evaluation scope but students perceive room for improvement. Hasmizan, N. H., Azman, M. N. A., Prestoza, M. J. R., & Othman, M. S. (2025) and Adarkwah (2021) highlighted the importance of assessment feedback to enhance teaching and learning. Additionally, the results emphasize the importance of emotional intelligence among teachers, as shown in the significant value of non-cognition aspects in evaluation. Shoker (2021) found that combining emotional intelligence and teaching strategies with emphasis on building trust and rapport can foster positive learning atmosphere.

The teacher-student relationship under the comparative difference of three groups also showed significant difference. Creating a climate of trust and productivity showed significant differences ($F=4.56$, $p=0.01$), openly accepting suggestions and criticism showed significant differences ($F=3.99$, $p=0.02$), these imply that teachers and school head/principal see a more positive classroom climate and see a more open attitude towards feedback than students. It is mentioned in the study of Caayaman (2023) that supervisors play an important role in shaping and enhancing teachers teaching strategies intensifying instructional leadership through curricula supervision.

Table 2. Differences of the performance of Araling Panlipunan teachers based on the perception of the three groups of respondents based on evaluation and teacher-student relationship

	INDICATORS	TEACHERS	SCHOOL HEADS/PRINCIPALS	STUDENTS	F-value	p-value
	Evaluation					
1.	The teacher explained the methods of how learners will be evaluated in his/her subject.	4.44	4.24	4.38	0.62 ns	0.54
2.	The teacher aligns assessment strategies with the lesson objectives.	4.44	4.35	4.26	0.80 ns	0.45
3.	The teacher uses assessment results to provide feedback to students.	4.56	4.50	4.27	3.35*	0.04
4.	The teacher considers other aspects that are not just cognitive during evaluation.	4.50	4.44	4.15	4.29*	0.01
5.	The teacher evaluates students fairly and impartially.	4.65	4.50	4.32	2.97 ns	0.05
6.	The teacher has explained the minimum level required to pass the subject and why.	4.50	4.47	4.31	1.33 ns	0.27
7.	The learning objectives that were intended to be achieved have been defined in a clear and concise manner.	4.47	4.56	4.28	2.50 ns	0.08
8.	The evaluation tools and strategies used are related to the content given.	4.53	4.59	4.29	3.39*	0.03

	Teacher-student relationship					
1.	The teacher always checks that students understood the lessons taught to them.	4.65	4.53	4.50	0.67 ns	0.51
2.	The teacher encourages initiative on the part of the students.	4.62	4.56	4.42	1.46 ns	0.23
3.	The teacher creates an environment of participation.	4.68	4.50	4.35	2.76 ns	0.06
4.	The teacher maintains a cordial relationship with the entire group of students.	4.62	4.68	4.30	5.28*	0.01
5.	The teacher creates a climate of trust and productivity in class.	4.74	4.47	4.32	4.56*	0.01
6.	The teacher manages to increase students' interest in the subject	4.56	4.50	4.31	2.10 ns	0.12
7.	The teacher is approachable and displays an attitude of availability outside of class.	4.68	4.38	4.32	2.97 ns	0.05
8.	The teacher openly accepts suggestions and criticism.	4.65	4.59	4.32	3.99*	0.02
9.	The teacher shows a genuine concern for students' progress and career advancement.	4.68	4.50	4.48	1.08 ns	0.34

- significant, ns – not significant

Table 3 shows the students achievement in Araling Panlipunan subject during school year 2022-2023. The data reflects a higher percentage of outstanding performance of student. Most students (45.50%) achieved a GWA in the range of 90-100, indicating an outstanding level of performance. 44.40% of students achieved a GWA in the range of 85-89, denoting a very satisfactory performance. A smaller proportion of students (9.90%) attained a GWA in the range of 80-84, which is considered satisfactory. Notably, only one student (0.10%) fell within the range of 75-79, classified as unsatisfactory, while no students fell within the range of 70-75, indicating no failures. Most students performed exceptionally well, reflecting positively on the effectiveness of the teaching and learning processes in the Araling Panlipunan subject during the specified academic year. The data suggest that the teaching methodologies and learning materials employed in Araling Panlipunan classes were effective in facilitating student understanding and engagement. This could indicate that educators are successfully implementing engaging and comprehensive instructional strategies that cater to diverse learning needs, potentially contributing to overall student academic success and retention. the low percentage of students in the unsatisfactory range (75-79) and the absence of failures (70-75) may reflect positively on the school's academic support structures, highlighting the importance of interventions such as remedial classes, tutoring programs, and personalized learning plans to address the needs of struggling students. This is also reflected in the study of Masicampo (2023), that student performance in Araling Panlipunan showed significantly outstanding and most students are engaged in the subject. This implies that Araling Panlipunan teachers regardless of school shared common strategies that leverage the learning and academic performance of students.

Table 3. Students' achievement in Araling Panlipunan subject during SY 2022-2023

GWA	FREQUENCY	PERCENTAGE	Qualitative Description
90 – 100	394	45.50	Outstanding
85 – 89	384	44.40	Very satisfactory
80 – 84	86	9.90	Satisfactory
75 – 79	1	0.10	Unsatisfactory
70 - 75	0	0.00	Failed
TOTAL	865	100	

Based on Table 4, it is presented that there is a significant relationship between the performance of the Araling Panlipunan teachers and the students' achievement in AP Subject across all indicators under planning, mastery, and clarity in the explanation of the subject matter and methodology and resources criteria. Therefore, the null hypothesis is rejected.

The table showed that expressing the class objectives and contents shows significant correlation ($r^2=0.15$, $p=0.000$), indicating that presenting the class objectives impacts student achievement. Selecting class activities according to learning objectives shows correlation is significant ($r^2=0.20$, $p=0.000$), suggesting that appropriately selecting class activities aligned with learning objectives significantly impacts student achievement. A significant positive correlation ($r^2=0.19$, $p=0.000$) suggests that using effective learning methods significantly improves student outcomes. The highest r-value signify almost indicates positive linear relationship.

The results align with Fadlun and Fatmawati (2023) regarding the positive correlation between teaching performance and student academic achievement. The teaching performance referred to this study include planning learning, implementing learning, and evaluating learning. Moreover, aligning instructional practices and methods with education quality standards create positive learning environments and foster student success (Meng, 2023).

Connecting the lesson to real-world application also revealed significant correlation ($r^2=0.18$, $p=0.000$), suggesting that students are more likely to retain information and apply their knowledge to everyday situations. Positive correlation between teacher performance and student achievement in terms of solving difficulties that arise ($r^2=0.10$, $p=0.004$) also suggests that teacher intervention and problem-solving strategies contribute to improved student outcomes. The results indicate that authentic learning in social sciences improve learning outcomes as found by Yildirim and Ortak (2021).

Subject mastery ($r^2=0.14$, $p=0.000$) and well-planned lesson ($r^2=0.18$, $p=0.000$) both show positive correlation, indicating that thorough lesson preparation and strong understanding of the subject matter significantly improves student performance and overall learning outcomes. These results aligned with Khan et al.'s (2024) experimental study which revealed that effective lesson planning has a significant and positive effect on students' academic achievement. Furthermore, the result regarding subject mastery as a predictor of student achievement conforms with Olagbaju (2020). Teachers' subject mastery and questioning behavior contribute significantly to students' achievement.

Creativity and energy throughout the lesson ($r^2=0.11$, $p=0.002$) and being up-to-date on the subject being taught ($r^2=0.16$, $p=0.000$) also revealed positive correlation, indicating that dynamic and engagement teaching, along with current knowledge of the subject, contribute to enhanced student success.
Similarly, Hanaysha et al. (2023) found that effective teaching and ICT resources positively impact academic performance, thus there is a need to combine technology and teacher competence as drivers of student achievement within the larger educational environment (Zakaria et al., 2022).

All categories in the methodology and sources category show positive correlation in terms of innovative teaching material (r^2=0.17, p=0.000), learning experiences (r^2=0.15, p=0.000), supplementary materials (r^2=0.18, p=0.000), favorable learning methods (r^2=0.19, p=0.000), and various teaching materials (r^2=0.12, p=0.001) and techniques (r^2=0.16, p=0.000), meaning that the use of diverse and innovative instructional approaches, along with supportive learning resources, significantly enhances student academic performance.

Qadir et al. (2024) also found that students exposed to modern teaching methodologies performed significantly better academically compared to those exposed to traditional teaching methodologies. Hafeez's (2021) experimental study showed a significant difference in students' academic achievement and interest before and after the implementation of teacher training and methods. The findings suggest that higher degree of teacher training leads to teaching methods choices, and thus improve student academic achievements and interests.

These results demonstrate that various aspects of teaching performance, including planning, mastery, clarity, and the use of diverse methodologies and resources, significantly contribute to student achievement in Araling Panlipunan. This implies the importance of effective teaching practices in promoting student success.

Table 4. Relationship between the performance of Araling Panlipunan teachers and the students' achievement in AP subject based on planning, mastery, and clarity in the explanation of the subject matter and methodology and resources

	INDICATORS	r^2	Sig.
	Planning, mastery, and clarity in the explanation of the subject matter		
1.	The teacher conveniently expresses the class objectives and contents, indicating its relationship to students learning.	0.15*	0.000
2.	The teacher appropriately selects the class activities according to the learning objectives.	0.20*	0.000
3.	The teacher makes clear explanations and presentations during discussions.	0.17*	0.000
4.	The teacher connects lessons to real-world application.	0.18*	0.000
5.	The teacher solves the difficulties that arise.	0.10*	0.004
6.	The teacher shows mastery of the subject matter.	0.14*	0.000
7.	The teacher demonstrates a well-planned lesson as observe throughout the learning session.	0.18*	0.000
8.	The teacher displays creativity and energy in the lesson delivery.	0.11*	0.002
9.	The teacher shows that he/she is up to date on the subject he/she teaches.	0.16*	0.000
	Methodology and resources		
1.	The teacher prepares teaching materials apart from the textbook and orients students on its use.	0.17*	0.000
2.	The teacher organizes learning experiences such as visits, trips, projects, and discussions.	0.15*	0.000
3.	The supplementary materials used by the teacher are interesting.	0.18*	0.000
4.	The teacher uses methods that favor learning	0.19*	0.000
5.	The teacher conveniently uses different teaching materials.	0.12*	0.001
6.	The teacher uses different teaching techniques.	0.16*	0.000

* - *significant*

Evaluation criteria showed a significant relationship between teacher behaviors and the teacher-student relationship, as presented in Table 5. This is true across all indicators of the criteria presented. The table highlighted that explaining evaluation methods to learners positively impacts the teacher-student relationship (r = 0.21, p < 0.001). This implies that transparency in evaluation methods builds trust and reduces anxiety among students. Using assessment results to provide feedback also shows a significant positive correlation (r = 0.17, p < 0.001), indicating that constructive feedback helps students understand their progress and areas for improvement, fostering a supportive relationship. Considering non-cognitive aspects during evaluation is significant (r = 0.12, p < 0.001), indicating that acknowledging students' holistic development positively impacts the relationship by making students feel valued beyond their academic performance.

Clearly defining learning objectives enhances the relationship (r = 0.15, p < 0.001), suggesting that clarity in goals helps students stay focused and motivated, improving their engagement with the teacher. Relating evaluation tools and strategies to the content given is also significant (r = 0.16, p < 0.001), implying that relevant assessments reinforce the perceived fairness and relevance of the evaluation process, thereby positively impacting the teacher-student relationship.

The table also highlighted the relationship between various teacher behaviors and their impact on the teacher-student relationship, with each behavior showing a significant positive correlation. The behavior of checking students' understanding of lessons is positively correlated with the teacher-student relationship (r = 0.19, p < 0.001). This implies that when teachers ensure students understand the lessons, it builds trust and confidence, enhancing the overall relationship. Creating an environment of participation (r = 0.22, p < 0.001) also has a strong positive correlation, indicating that active student engagement in class activities promotes a sense of belonging and mutual respect. Maintaining a cordial relationship with students (r = 0.18, p < 0.001) is significantly correlated with a positive teacher-student relationship. This suggests that a friendly and approachable demeanor helps in creating a supportive and comfortable learning environment. Fostering a climate of trust and productivity (r = 0.16, p < 0.001) is similarly significant, implying that when students feel trusted and see productivity in the classroom, it enhances their respect and connection with the teacher.

Increasing students' interest in the subject (r = 0.19, p < 0.001) positively impacts the teacher-student relationship, indicating that when teachers make the subject matter engaging, it boosts student motivation and appreciation for the teacher. Being approachable and available outside of class (r = 0.17, p < 0.001) also shows a significant positive correlation, suggesting that accessibility and willingness to help outside of class time strengthens the relationship.

Accepting suggestions and criticism (r = 0.13, p < 0.001) positively impacts the teacher-student relationship, indicating that openness to feedback fosters a collaborative and respectful classroom environment. Lastly, showing genuine concern for students' progress and career advancement (r = 0.13, p < 0.001) is significantly correlated with a positive teacher-student relationship, suggesting that when teachers show interest in students' futures, it builds trust and a deeper connection.

All these correlations are significant at the (p < 0.001) level, indicating strong evidence that these teacher behaviors positively influence the teacher-student relationship. By adopting these behaviors, teachers can create a more supportive, engaging, and productive learning environment, leading to better educational outcomes and student satisfaction.

Results from the data presented in Table 4 and 5 demonstrate that various aspects of teaching performance, including planning, mastery, clarity, and the use of diverse methodologies and resources, evaluation and teacher student relationship, significantly contribute to student achievement in Araling Panlipunan. This highlights the importance of effective teaching practices in promoting student success. A study of Sangalang and Badillo (2017), in the analysis of factors affecting the National Achievement Test also pointed out that the teaching performance and strategies of teachers is one of the considerable criteria in the test result of students. Research studies showed significant importance of teachers' delivery and class activities are just part of the planning, mastery, and clarity in the explanation of teachers in the subject and these criteria impacted the performance of students (Abdugaram & Asiri, 2024; Adeyami, 2020) and Beltran et al. (2023).

Table 5. Relationship between the performance of Araling Panlipunan teachers and the students' achievement in AP subject based on evaluation and teacher-student relationship criteria

	INDICATORS	r^2	Sig.
	Evaluation		
1.	The teacher explained the methods of how learners will be evaluated in his/her subject.	0.21*	0.000
2.	The teacher aligns assessment strategies with the lesson objectives.	0.16*	0.000
3.	The teacher uses assessment results to provide feedback to students.	0.17*	0.000
4.	The teacher considers other aspects that are not just cognitive during evaluation.	0.12*	0.000
5.	The teacher evaluates students fairly and impartially.	0.15*	0.000
6.	The teacher has explained the minimum level required to pass the subject and why.	0.11*	0.001
7.	The learning objectives that were intended to be achieved have been defined in a clear and concise manner.	0.15*	0.000
8.	The evaluation tools and strategies used are related to the content given.	0.16*	0.000
	Teacher-student relationship		
1.	The teacher always checks that students understood the lessons taught to them.	0.19*	0.000
2.	The teacher encourages initiative on the part of the students.	0.22*	0.000
3.	The teacher creates an environment of participation.	0.22*	0.000
4.	The teacher maintains a cordial relationship with the entire group of students.	0.18*	0.000
5.	The teacher creates a climate of trust and productivity in class.	0.16*	0.000

6.	The teacher manages to increase students' interest in the subject	0.19*	0.000
7.	The teacher is approachable and displays an attitude of availability outside of class.	0.17*	0.000
8.	The teacher openly accepts suggestions and criticism.	0.13*	0.000
9.	The teacher shows a genuine concern for students' progress and career advancement.	0.13*	0.000

* - significant

CONCLUSION

Based on the results of the study, the following conclusions are drawn from the teachers' performance and students' achievement in Araling Panlipunan of junior high schools of Legislative District II both public and private school from the municipalities of Benito Soliven, Gamu, Naguilian, Reina Mercedes and San Mariano. The study revealed a diverse cohort of educators, predominantly comprising younger and middle-aged individuals, with extensive teaching experience and varied educational backgrounds, largely specializing in Araling Panlipunan and predominantly representing public schools. Teachers consistently perform at an exceptional level across critical dimensions like subject mastery, instructional planning, methodology, assessment practices, and classroom management, as judged by supervisors, students, and self-evaluation. This is true even in the face of demographic variations.

Although factors like years of experience, sex, age, and educational attainment do not have a substantial impact on performance, small differences may indicate areas that could benefit from focused professional development.

The differences among the groups of respondents in the criteria ratings suggests that there is a need to align certain pedagogy in maintaining high quality standards. The high level of student achievement at Araling Panlipunan is evidenced by the favorable correlations that have been found between teaching behaviors and improved student outcomes. These findings underscore the critical role that good pedagogical practices have in promoting student success. Teachers' performance and student achievement in Araling Panlipunan has significant relationship, that implies better performance usually results to better student learner and academic achievers.

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