
INSTRUCTIONAL PRACTICES AND CLASSROOM MANAGEMENT OF TEACHERS TEACHING ARALING PANLIPUNAN AND THEIR RELATIONSHIP TO STUDENTS' BEHAVIOR: A QUANTITATIVE INVESTIGATION

***Jessaqueen B. Junio**

*Graduate School, Cotabato Foundation College of Science and Technology, Doroluman,
Arakan, Cotabato.*

Article Received: 03 April 2026, Article Revised: 23 April 2026, Published on: 13 May 2026

***Corresponding Author: Jessaqueen B. Junio**

Graduate School, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato.

DOI: <https://doi-doi.org/101555/ijarp.4623>

2. ABSTRACT

This quantitative study examined the levels of instructional practices and classroom management of Araling Panlipunan (AP) teachers and their relationship to and influence on students' behavior in eleven municipalities of Cotabato Province during School Year 2024–2025. Using a descriptive-correlation research design, data were gathered from 251 AP teachers selected through purposive sampling. Research instruments with high reliability (Cronbach's Alpha: .816, .888, and .846) were used to measure instructional practices (planning and teaching), classroom management (positive teacher-student relationships, proactive behavior management, and engagement strategies), and students' behavior (active participation, attentiveness, and cooperative learning). Statistical analyses included mean, Spearman rho correlation, and multiple linear regression. Results revealed that teachers highly practiced planning (M=4.57) and teaching (M=4.55) strategies, and highly managed teacher-student relationships (M=4.67), proactive behavior management (M=4.50), and engagement strategies (M=4.55). Students strongly agreed on demonstrating active participation (M=4.22), attentiveness (M=4.30), and cooperative learning (M=4.32). All instructional and classroom management variables showed highly significant correlations with students' behavior ($p < .01$). Multiple linear regression confirmed that teaching practices significantly predicted active participation; planning and teaching practices significantly predicted attentiveness and cooperative learning; and proactive behavior management and engagement strategies significantly predicted all three dimensions of students' behavior.

Findings affirm that effective instructional practices and classroom management are critical predictors of positive student behavioral outcomes in AP classrooms.

3. KEYWORDS: *Instructional practices, classroom management, students' behavior, Araling Panlipunan, Spearman rho, multiple linear regression, descriptive-correlation.*

4. INTRODUCTION

Student behavior in Araling Panlipunan classrooms is significantly influenced by the quality of teachers' instructional practices and classroom management strategies. Passive participation, inattentiveness, and disruptive conduct remain persistent concerns in social studies classrooms, with research consistently indicating that these behavioral challenges are directly linked to the effectiveness of teaching approaches and classroom governance (Asio & de Dios, 2020; Gullo, 2021).

Araling Panlipunan, which encompasses Philippine history, culture, economics, and civics, requires particularly robust instructional and management strategies due to the breadth and complexity of its content. Effective teaching in AP demands active learning approaches, real-world connections, technology integration, and formative assessment practices that respond to students' diverse learning needs (Wanzek et al., 2019). Simultaneously, effective classroom management—characterized by positive teacher-student relationships, proactive behavior management, and engaging instructional strategies—creates the structured, respectful environment necessary for meaningful civic and historical learning (Emmer & Evertson, 2019).

Despite robust international literature on instructional practices and classroom management, there remains a notable gap in contextually specific research examining their unique effects on student behavior within Philippine Araling Panlipunan settings (Asio & Jimenez, 2020). This study addressed this gap by quantitatively assessing the levels of instructional practices and classroom management among AP teachers in eleven municipalities of Cotabato Province, examining their correlations with students' behavioral outcomes, and identifying the significant predictors of active participation, attentiveness, and cooperative learning.

The study was anchored in Bandura's (1977) Social Cognitive Theory, which emphasizes observational learning, modeling, and the reciprocal interaction between persons, behaviors, and environments. This theoretical framework supports the examination of how teachers' instructional and management behaviors serve as behavioral models that shape students' conduct in AP classrooms.

5. MATERIALS AND METHODS

Research Design

This study employed a descriptive-correlation research design as Phase 1 of a larger mixed-methods investigation. The quantitative component described the levels of instructional practices, classroom management, and students' behavior, and examined their correlational and predictive relationships.

Locale and Participants

The study was conducted in secondary schools across eleven municipalities of Cotabato Province: Antipas, Arakan, Carmen, Kabacan, Libungan, Magpet, Makilala, Matalam, Pigcawayan, President Roxas, and Tulanun, during School Year 2024–2025. Participants were 251 permanent Araling Panlipunan teachers selected through purposive sampling based on the criteria of holding a permanent post and actively teaching AP subjects.

Instruments

Three survey instruments were used. The first, adapted from Francisco and Celon (2020), measured instructional practices across two dimensions: planning (5 items) and teaching (5 items), using a 5-point Likert scale ranging from Very Slightly Practiced to Highly Practiced. The second instrument measured classroom management across three dimensions: positive teacher-student relationships, proactive behavior management, and engagement strategies (5 items each), rated from Very Slightly Managed to Highly Managed. The third instrument measured students' behavior across three dimensions: active participation, attentiveness, and cooperative learning (5 items each), rated from Strongly Disagree to Strongly Agree. Cronbach's Alpha reliability coefficients were .816, .888, and .846, respectively, confirming high reliability.

Statistical Analysis

Data were analyzed using mean and weighted mean to describe the levels of instructional practices, classroom management, and students' behavior. Spearman rho correlation assessed the significant relationships between instructional/classroom management variables and students' behavioral outcomes. Multiple linear regression identified the significant predictors of students' behavioral dimensions from the independent variables.

6. RESULTS AND DISCUSSION

Instructional Practices of AP Teachers

Table 1 presents the level of instructional practices in terms of planning.

Table 1. Instructional Practices of Teachers in Terms of Planning.

Statement	Mean	Description
1. Selecting content aligned with curriculum competencies/performance standards	4.65	Highly Practiced
2. Designing instructional materials based on students' development needs and learning styles	4.60	Highly Practiced
3. Applying methods/strategies that accommodate individual needs and interests	4.57	Highly Practiced
4. Preparing lessons with high expectations to challenge and stimulate all students	4.50	Highly Practiced
5. Considering how to build upon students' existing knowledge and experiences	4.52	Highly Practiced
Weighted Mean	4.57	Highly Practiced

Planning practices received a weighted mean of 4.57, classified as Highly Practiced. Teachers demonstrated strong capacity in curriculum-aligned lesson design, student-centered materials development, and differentiated instruction. These findings are consistent with Terada (2020), who emphasized that AP teachers prioritize matching instructional plans with curriculum requirements while addressing students' needs, interests, and prior knowledge. Jensen (2020) similarly affirmed that active involvement of pupils in their learning through well-designed activities increases engagement and understanding.

Table 2. Instructional Practices of Teachers in Terms of Teaching.

Statement	Mean	Description
1. Creating social interaction among students through team work with individual and group responsibilities	4.65	Highly Practiced
2. Varying the size and composition of learning groups during each lesson	4.29	Highly Practiced
3. Discussing courtesy and respect and modeling behaviors that promote responsibility and social development	4.81	Highly Practiced
4. Implementing two or more learning activities to enhance learning	4.45	Highly Practiced
5. Implementing learning activities that require critical thinking in reading or writing	4.57	Highly Practiced
Weighted Mean	4.55	Highly Practiced

Teaching practices also yielded a weighted mean of 4.55, classified as Highly Practiced. Teachers reported highly effective use of cooperative learning structures, modeling of respectful behavior, multiple learning activities, and critical thinking integration. Nguyen and Hall (2022) affirm that respectful teacher-student interactions and active learning arrangements foster students' motivation, academic accomplishment, and emotional development.

Classroom Management of AP Teachers

Table 3. Classroom Management in Terms of Positive Teacher-Student Relationships.

Statement	Mean	Description
1. Creating a warm and welcoming classroom atmosphere where students feel safe and valued	4.72	Highly Managed
2. Managing active listening to students' questions, concerns, and opinions	4.72	Highly Managed
3. Building trust through honesty and consistency	4.71	Highly Managed
4. Recognizing each student's unique needs and abilities	4.58	Highly Managed
5. Managing conflicts and disagreements in a respectful manner	4.63	Highly Managed
Weighted Mean	4.67	Highly Managed

Positive teacher-student relationships obtained a weighted mean of 4.67, classified as Highly Managed. Good and Brophy (2020) affirm that positive teacher-student relationships promote trust and mutual respect, leading to improved student involvement and fewer behavioral problems.

Table 4. Classroom Management in Terms of Proactive Behavior Management.

Statement	Mean	Description
1. Establishing clear and consistent classroom expectations and rules	4.49	Highly Managed
2. Recognizing diverse learning styles and adapting teaching methods	4.45	Highly Managed
3. Reinforcing good behavior through praise and rewards	4.73	Highly Managed
4. Providing support structures and resources for struggling students	4.37	Highly Managed
5. Maintaining open lines of communication with parents	4.46	Highly Managed
Weighted Mean	4.50	Highly Managed

Proactive behavior management was rated Highly Managed (M=4.50). De Guzman and Torres (2021) emphasized that proactive classroom management promotes mutual respect

and heightens student participation, particularly important in social studies where discussions and group activities are prevalent.

Table 5. Classroom Management in Terms of Engagement Strategies.

Statement	Mean	Description
1. Using a variety of instructional materials such as visual aids and manipulatives	4.53	Highly Managed
2. Incorporating technology-based activities to enhance student engagement	4.59	Highly Managed
3. Encouraging collaborative learning during AP discussions and group activities	4.62	Highly Managed
4. Providing real-world examples and applications of AP concepts	4.57	Highly Managed
5. Applying differentiated instruction to meet diverse learning needs and interests	4.43	Highly Managed
Weighted Mean	4.55	Highly Managed

Engagement strategies achieved a weighted mean of 4.55, classified as Highly Managed. Dela Cruz and Mariano (2021) affirmed that engagement strategies in AP teaching are vital for capturing student interest and encouraging active participation in historical and social learning.

Students' Behavior in AP Classes

Table 6. Students' Behavior in Terms of Active Participation.

Statement	Mean	Description
1. Demonstrated a genuine interest in learning about different topics	4.35	Strongly Agree
2. Involved in group activities and projects related to AP	4.43	Strongly Agree
3. Participated in role-playing or simulations to understand historical events	4.40	Strongly Agree
4. Contributed ideas and perspectives during debates or discussions about societal issues	4.09	Agree
5. Took initiative in organizing or participating in extracurricular AP-related activities	3.81	Agree
Weighted Mean	4.22	Strongly Agree

Active participation obtained a weighted mean of 4.22, classified as Strongly Agree. Santos and Rivera (2021) noted that active participation improves students' analytical thinking and connects social issues with real-life events.

Table 7. Students' Behavior in Terms of Attentiveness.

Statement	Mean	Description
1. Listened attentively to the teacher's explanations and instructions in AP	4.28	Strongly Agree
2. Asked relevant questions and sought clarification during AP lessons	4.18	Agree
3. Demonstrated interest and enthusiasm when learning about AP topics	4.24	Strongly Agree
4. Recalled and applied previously learned concepts in AP	4.32	Strongly Agree
5. Participated in class discussions related to AP	4.50	Strongly Agree
Weighted Mean	4.30	Strongly Agree

Attentiveness achieved a weighted mean of 4.30 (Strongly Agree). Luna and Bautista (2021) found that visual aids, storytelling, and real-life examples considerably enhance students' attention span in social studies classrooms.

Table 8. Students' Behavior in Terms of Cooperative Learning.

Statement	Mean	Description
1. Participated in group discussions and contributed ideas during AP lessons	4.44	Strongly Agree
2. Collaborated effectively with peers to complete tasks and achieve shared learning goals	4.30	Strongly Agree
3. Took part in different roles within cooperative learning groups and fulfilled responsibilities	4.24	Strongly Agree
4. Demonstrated empathy and support towards group members when facing challenges	4.26	Strongly Agree
5. Showed enthusiasm and motivation towards learning AP through cooperative activities	4.35	Strongly Agree
Weighted Mean	4.32	Strongly Agree

Cooperative learning registered a weighted mean of 4.32 (Strongly Agree). Ramirez and Lopez (2021) affirmed that cooperative learning practices promote critical thinking and deeper understanding of social studies curriculum.

Relationship Between Instructional Practices, Classroom Management, and Students' Behavior

Table 9. Correlation Matrix: Instructional Practices, Classroom Management, and Students' Behavior.

Variable	Active Participation (r)	Attentiveness (r)	Cooperative Learning (r)
Planning Practices	.400**	.396**	.550**
Teaching Practices	.589**	.504**	.565**
Positive Teacher-Student Relationships	.437**	.467**	.463**
Proactive Behavior Management	.549**	.569**	.557**
Engagement Strategies	.531**	.616**	.579**

**Correlation is highly significant at 1% level (2-tailed)

All instructional practices and classroom management variables showed highly significant positive correlations with all dimensions of students' behavior ($p < .01$). Teaching practices demonstrated the strongest correlation with active participation ($r = .589$), while engagement strategies showed the strongest correlation with attentiveness ($r = .616$). Planning practices showed the strongest relationship with cooperative learning ($r = .550$) among instructional variables, while engagement strategies also emerged as the strongest classroom management predictor of cooperative learning ($r = .579$). These findings affirm that higher-quality instructional and classroom management practices consistently produce more positive behavioral outcomes in AP students.

Influence of Instructional Practices on Students' Behavior

Table 10. Multiple Regression: Influence of Instructional Practices on Students' Behavior.

Dependent Variable	Predictors	β	t-value	p-value	R ²	F-value
Active Participation	Teaching Practices	.673	5.459*	.000	.356	30.381**
Attentiveness	Planning Practices	.254	2.205*	.030	.280	21.391**
	Teaching Practices	.458	3.679**	.000		
Cooperative Learning	Planning Practices	.455	4.233**	.000	.424	38.789**
	Teaching Practices	.436	3.752**	.000		

Instructional practices collectively and significantly influenced all three dimensions of students' behavior. Teaching practices emerged as the sole significant predictor of active participation ($R^2=.356$, $F=30.381$, $p<.001$), confirming that how teachers deliver lessons, manage classroom interactions, and engage students is the primary determinant of students' active behavioral responses. Both planning and teaching practices significantly predicted attentiveness ($R^2=.280$, $F=21.391$, $p<.001$) and cooperative learning ($R^2=.424$, $F=38.789$, $p<.001$). These results align with Garacia (2019), who emphasized the importance of effective planning in promoting student attentiveness, and Soussa et al. (2022), who demonstrated that well-structured lesson plans incorporating group activities and collaborative projects significantly foster cooperative learning.

Influence of Classroom Management on Students' Behavior

Table 11. Multiple Regression: Influence of Classroom Management on Students' Behavior.

Dependent Variable	Significant Predictors	β	t-value	p-value	R^2	F-value
Active Participation	Proactive Behavior Mgmt.	.505	3.191**	.002	.399	24.159**
	Engagement Strategies	.312	2.534*	.013		
Attentiveness	Proactive Behavior Mgmt.	.334	2.243*	.027	.417	25.990**
	Engagement Strategies	.440	3.803**	.000		
Cooperative Learning	Proactive Behavior Mgmt.	.353	2.319*	.022	.431	27.490**
	Engagement Strategies	.392	3.309**	.001		

Classroom management collectively and significantly influenced all three dimensions of students' behavior. Proactive behavior management and engagement strategies emerged as the two consistent and significant predictors of active participation ($R^2=.399$, $F=24.159$), attentiveness ($R^2=.417$, $F=25.990$), and cooperative learning ($R^2=.431$, $F=27.490$), with all models significant at $p<.001$. Positive teacher-student relationships did not emerge as a significant independent predictor after controlling for the other variables, suggesting that its effects on student behavior operate through the mediating mechanisms of proactive management and engagement strategies. Guido (2020) and Mendoxa et al. (2020) confirm that proactive behavior management fosters structured and respectful classroom environments where collaboration and attentiveness naturally develop.

7. CONCLUSION

This quantitative study demonstrates that AP teachers in Cotabato Province's eleven municipalities exhibit high levels of instructional practice and classroom management, and that these practices significantly correlate with and predict positive student behavioral outcomes. Planning and teaching practices were both highly practiced, with teaching practices serving as the primary predictor of active participation and a significant predictor of attentiveness and cooperative learning. Classroom management—specifically proactive behavior management and engagement strategies—significantly predicted all three dimensions of students' behavior, collectively explaining 39.9% to 43.1% of the variance in behavioral outcomes.

These findings affirm Bandura's (1977) Social Cognitive Theory: teachers' instructional and management behaviors serve as behavioral models that students observe and internalize, shaping their own behavioral responses in the learning environment. The study recommends sustained professional development in AP-specific pedagogical strategies, institutionalization of proactive classroom management protocols, and school-wide adoption of differentiated and technology-enhanced engagement approaches to further improve student behavioral outcomes in AP classrooms.

8. ACKNOWLEDGEMENTS

The researcher expresses sincere gratitude to the 251 Araling Panlipunan teachers who participated as respondents, and to the School Division Superintendents, District Supervisors, and school principals of the eleven municipalities who facilitated data gathering. Special thanks to thesis adviser Ahsan E. Lansao, EdD, and to the Graduate School of Cotabato Foundation College of Science and Technology.

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