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Teacher-Related Factors Influencing Students' Academic Performance in Social Studies at Dapitan City National High School

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ABSTRACT: This study aimed to determine the teacher-related factors influencing students' academic performance in Social Studies at Dapitan City National High School, Schools Division of Dapitan City, during the School Year 2025–2026. The respondents of the study were 183 Junior High School students whose responses were retrieved and considered valid for analysis out of the 308 distributed questionnaires. The study employed the survey and descriptive-correlational research methods using a structured questionnaire and students' official Social Studies grades. The data were analyzed using weighted mean, standard deviation, and Spearman rank-order correlation coefficient at the 0.05 level of significance. The findings revealed that the respondents perceived the level of teacher-related factors in Social Studies as High, with an overall AWV of 3.89. Among the indicators, teaching methods obtained the highest mean of 4.01, followed by in-service training with 3.83, and instructional materials with 3.82, all interpreted as High. The test of relationship showed no significant relationship between teacher-related factors in Social Studies and students' academic performance, as indicated by a correlation coefficient of 0.037 and a p-value of 0.623. Based on the findings, the study concludes that teacher-related factors in Social Studies were highly evident, particularly in the use of teaching methods, instructional materials, and in-service training. However, these factors did not significantly relate to students' academic performance, suggesting that academic achievement may also be influenced by other learner, family, school, and contextual factors.

KEYWORDS: academic performance, instructional materials, in-service training, Social Studies, teacher-related factors, teaching methods.

INTRODUCTION

Teacher-related factors remain among the most important school-based influences on students' academic performance, particularly in content areas such as Social Studies, where effective teaching requires strong instructional delivery, classroom management, and active learner engagement. In Social Studies classrooms, teacher-related factors encompass instructional competence, self-efficacy, classroom management, communication, professional preparation, and the ability to motivate learners toward meaningful participation in lessons. Recent evidence shows that teacher-related factors, culturally responsive pedagogy, and the learning environment are important variables in explaining learners' engagement and performance in Social Studies (Galamay, 2025). Similarly, Bentil et al. (2025) emphasized that Social Studies teachers' self-efficacy in instructional strategy, classroom management, and student engagement is central to effective teaching, making the study of teacher-related factors highly relevant in understanding students' academic outcomes.

Academic performance is one of the major indicators of students' learning progress and school success because it reflects how well learners acquire, understand, and apply knowledge and skills in different subject areas. In Social Studies, academic performance is important because the subject develops learners' civic awareness, critical thinking, cultural understanding, and decision-making skills. However, students' academic performance is not shaped by ability alone; it is also influenced by the quality of instruction, teacher support, classroom environment, learning opportunities, and available educational resources. Darling-Hammond et al. (2020) emphasized that effective learning is supported by responsive teaching practices, meaningful learning environments, and strong teacher-student relationships. Similarly, OECD (2019) reported that student achievement is affected by both school-related and contextual factors, showing that academic performance must be understood through the combined influence of learners, teachers, families, and schools.

Social Studies is an important subject because it helps learners understand society, culture, governance, history, and their role as responsible citizens in a rapidly changing world. More than the memorization of facts, Social Studies develops critical thinking, civic competence, social awareness, and active participation in community life. Shih (2024) emphasized that Social Studies education plays a vital role in fostering inquiry, participation, reflection, awareness of diverse societies, and responsibility toward human rights and global sustainability. In the same way, Mellado-Moreno (2025) explained that Social Studies is central to citizenship education because it equips students with the knowledge, skills, and

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attitudes needed to engage meaningfully with social issues and democratic life. These perspectives show that Social Studies is important because it prepares students not only for academic success but also for informed, responsible, and participative citizenship.

The importance of studying teacher-related factors lies in their direct contribution to the quality of instruction and the academic growth of learners. When teachers are professionally prepared, supported, and continuously developed, they are more capable of organizing lessons, responding to learners' needs, and sustaining a productive classroom climate that promotes better academic performance. Romorosa and Ucang (2025) noted that teachers' participation in professional development is crucial for their personal and professional advancement, which can strengthen instructional practice in schools. In the same way, Raboca and Carbunarean (2024) found a significant positive correlation between faculty support and students' academic motivation, suggesting that the quality of teacher support can shape students' willingness to engage in learning tasks and persist in academic work. These perspectives underscore why examining teacher-related factors is vital for improving students' academic performance in Social Studies.

The relationship between teacher-related factors and students' academic performance may be explained by the way teachers shape classroom experiences, learning engagement, and academic behavior. Positive teacher-student relationships, supportive instruction, and effective classroom management help create conditions where students participate more actively, experience less academic pressure, and perform better in school tasks. Liu (2024) found that teacher-student relationships positively influence academic engagement, both directly and through perceived social support, indicating that teacher-related conditions affect how students invest effort in learning. In Social Studies specifically, Galamay (2025) reported that teacher-related factors were among the variables linked to learners' engagement and academic performance, reinforcing the view that students' success in the subject is partly determined by the competence and support provided by their teachers.

Although prior studies have established that teacher-related factors are associated with students' engagement and academic outcomes, a clear contextual gap remains in Social Studies education, particularly at the secondary level and in local Philippine school settings. Previous studies on teacher-related factors, culturally responsive pedagogy, and the learning environment among elementary learners in Region XII found that teacher-related factors were significantly linked with academic performance in Social Studies. Other studies also revealed that teacher-student relationships significantly influence academic engagement through social support and academic pressure. However, these studies were conducted in different educational levels and contexts, leaving limited empirical evidence on how teacher-related factors specifically determine the academic performance of junior high school learners in Social Studies at Dapitan City National High School. Hence, this study is necessary to fill the gap by generating localized evidence on whether and how teacher-related factors serve as determinants of students' academic performance in Social Studies, which may guide school-based instructional improvement and learner support in the Dapitan City context.

LITERATURE

Teacher-related factors in Social Studies

Teacher-related factors in Social Studies refer to the instructional and professional characteristics of teachers that shape how students learn and perform in the subject. These factors commonly include teacher self-efficacy, instructional competence, classroom interaction, use of teaching strategies, and the ability to create meaningful learning experiences. In Social Studies, such factors are especially important because the subject requires not only content delivery but also the development of critical thinking, interpretation, and social awareness among learners. Bentil et al. (2025) emphasized that Social Studies teachers' self-efficacy in instructional strategy, classroom management, and student engagement is a critical component of effective teaching. Similarly, Galamay et al. (2025) found that teacher-related factors were among the major variables influencing learners' engagement and academic performance in Social Studies, highlighting the central role of teachers in improving subject-specific outcomes.

Instructional Materials

Instructional materials are essential components of the teaching-learning process because they help translate abstract ideas into concrete and understandable learning experiences. These materials may include textbooks, maps, charts, modules, activity sheets, multimedia presentations, and digital resources that support lesson delivery and student participation. In Social Studies, instructional materials are especially important because the subject deals with historical events, social issues, civic concepts, and cultural contexts that often require visual, textual, and contextual support for deeper understanding. Garay Abad et al. (2025) explained that teaching materials are more than classroom tools because they shape how teachers design instruction and support the learning process across different stages of teaching. In the same way, Bordoh et al. (2025) found that Social Studies teachers' selection and use of instructional materials must align with curriculum goals and student needs, showing that materials are central to effective classroom instruction.

In-Service Training

In-service training refers to the professional development activities, seminars, workshops, mentoring sessions, and continuing professional development programs that teachers attend while already in service. Its main purpose is to improve teachers' content knowledge, pedagogical skills, classroom strategies, and responsiveness to changing curriculum and learner needs. In the literature, in-service training is viewed as an essential teacher-related factor because it strengthens instructional competence and helps teachers adapt new methods and innovations into classroom practice. Mgaiwa (2024) explained that continuous professional development programs are intended to change teachers' classroom practices, attitudes, and beliefs because these influence students' learning outcomes. Similarly, Amemasor (2025) found in a systematic review that teacher professional development programs significantly affect teachers' attitudes and practices related to digital instructional integration, underscoring the value of in-service training in strengthening teaching quality.

Academic Performance

Academic performance is commonly understood as the level of achievement students attain in school as reflected in grades, test scores, and other indicators of learning outcomes. It is widely regarded as one of the most important measures of educational success because it reflects how well students are able to understand, apply, and retain what they have learned. Honicke and Broadbent (2016) described academic performance

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as an outcome shaped by multiple learner and instructional factors, particularly academic self-efficacy, which showed a moderate positive relationship with achievement across studies. More recently, Manulat et al. (2025) identified school climate, motivation, personal development, and study habits as key predictors of academic success in flexible learning environments, reinforcing the view that academic performance is a multidimensional construct influenced by both personal and school-related conditions.

Conceptual Framework

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, teachers-related factors in social studies which is measured through three indicators, namely: teaching methods; instructional materials; and in-service training. This section consists of thirty (30) items designed to assess the respondents' level of teachers-related factors in social studies. Part III presents the dependent variable, students' academic performance, which is evaluated based on the DepEd order no. 8 series of 2015.

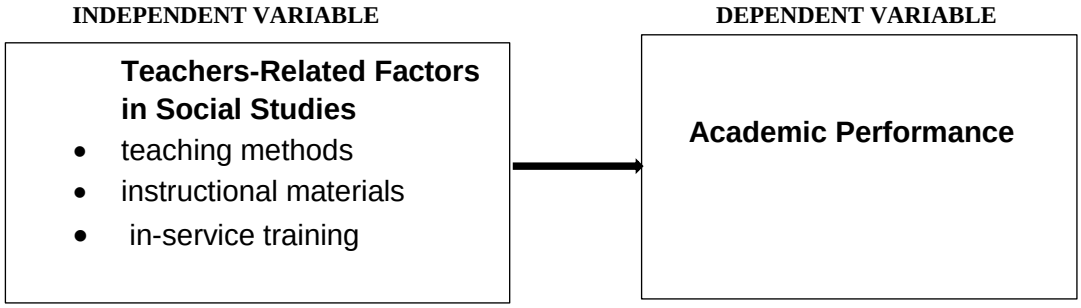


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the teachers-related factors influencing of students' academic performance in social studies at Dapitan City National High School, during the school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of teachers-related factors in Social Studies in terms of:
   1.1 teaching methods;
   1.2 instructional materials; and
   1.3 in-service training?
2. What is the respondents' level of academic performance?
3. Is there a significant relationship between the perceived level of teachers-related factors in Social Studies and respondents' level of academic performance?

Hypothesis

1. There is no significant relationship between perceived level of teachers-related factors in Social Studies and respondents' level of academic performance.

Scope and Limitations of the Study

This study is limited to examining teacher-related factors in Social Studies and their influence on the academic performance of three hundred eight (308) junior high school students at Dapitan City National High School, Schools Division of Dapitan City, during the School Year 2025–2026.

Specifically, the study focused on the key indicators of teacher-related factors in Social Studies, namely teaching methods, instructional materials, and in-service training. These were assessed using a structured research instrument composed of thirty (30) items. The said indicators served as the independent variables representing the teacher-related factors that may influence students' learning in Social Studies. On the other hand, the dependent variable, academic performance, was measured through the respondents' official grades in Social Studies for the School Year 2025–2026, as certified and provided by their respective class advisers. This approach ensured that the data gathered were accurate, reliable, and context-specific, thereby providing a sound basis for determining the relationship between teacher-related factors in Social Studies and students' academic performance.

RESEARCH METHODOLOGY

Method Used

The study utilized the survey and descriptive-correlational research methods. The survey method was used to gather data on teacher-related factors in Social Studies through a structured questionnaire, while students' academic performance was obtained from their official grades. According to Check and Schutt (2017), survey research is a systematic method of collecting information from a sample of individuals through questionnaires or interviews in order to measure attitudes, beliefs, behaviors, and characteristics. They emphasized that surveys allow researchers to gather large amounts of data efficiently and are useful in describing the conditions, perceptions, and experiences of respondents.

The descriptive-correlational method was also employed to determine the relationship between teacher-related factors in Social Studies and students' academic performance. Creswell and Guetterman (2019) defined correlational research as the systematic investigation of relationships among two or more variables without experimental manipulation. In this study, the researcher measured the respondents' perceptions of teacher-related factors and examined whether these factors were significantly associated with their academic performance. Thus, the descriptive-

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correlational design was appropriate because the study sought to describe the variables and determine their statistical relationship without controlling or manipulating the study conditions.

Research Instrument

The questionnaire used in the study consisted of two parts: Part II: teachers-related factors in Social Studies adopted from Farotimi, and Yara, (2020). with three indicators, namely: teaching methods; instructional materials; and in-service training; Part II: Students Academic Performance is the actual performance of students taken from class advisers.

Ethical Consideration

This study secured approval from the Research and Ethics Committee of the Department of Education before the conduct of data gathering. Informed consent was obtained from the institution and the individual respondents prior to their participation. The questionnaire was written in clear and understandable language to ensure voluntary and informed participation. The identities of the respondents were kept anonymous, and all information gathered was treated with strict confidentiality. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the teachers-related factors in social studies and academic performance.

Scoring Procedure

Teachers-Related Factors in Social Studies

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Academic Performance

Scale	Description	Grading Scale
5	Outstanding	90 – 100
4	Very Satisfactory	85 – 89
3	Satisfactory	80 – 84
2	Fair Satisfactory	75 – 79
1	Did Not Meet Expectation	Below 75

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employee's score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

Spearman Rank-Order Correlation Coefficient (Spearman-rho). This is used to determine the correlation between teachers-related factors in social studies and academic performance.

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of teachers-related factors in Social Studies in terms of:
   1.1 teaching methods;
   1.2 instructional materials; and
   1.3 in-service training?

Table 1: Respondents' perceived level of Teachers-Related Factors in terms of Teaching Methods.

Statements	AWV	SD	Description	Interpretation
1. Teaching methods are various strategies which teachers can use to Improve their job achievement.	4.68	0.574	Strongly Agree	Very High
2. A teacher must be able to teach with different methods	4.59	0.621	Strongly Agree	Very High
3. Inappropriate methods can affect students' academic achievement.	4.50	0.831	Strongly Agree	Very High
4. Using different methods by teachers can help to correct the lapses in the teaching of Social Studies.	4.59	2.950	Strongly Agree	Very High
5. Using different teaching methods in genders students' academic achievement.	3.92	1.074	Agree	High
6. Methods of teaching cannot be avoided in the school system.	3.97	1.051	Agree	High
7. The Lecture method does not make teachers effective in the classroom	3.21	1.414	Somewhat Agree	Average
8. Different methods are good for slow learners only	3.42	1.411	Agree	High
9. The Concept method is the best strategy in the school.	4.02	.963	Agree	High

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10. Teachers do not use different methods because it is expensive.	3.19	1.394	Somewhat Agree	Average
Overall	**4.01**	**0.678**	**Agree**	**High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 1 presents the respondents' perceived level of teachers-related factors in terms of teaching methods. The findings show that the respondents rated teaching methods as High, with an overall AWV of 4.01 and SD of 0.678. The highest-rated statement was "Teaching methods are various strategies which teachers can use to improve their job achievement" with an AWV of 4.68, described as Strongly Agree and interpreted as Very High. This was followed by "A teacher must be able to teach with different methods" and "Using different methods by teachers can help to correct the lapses in the teaching of Social Studies," both with an AWV of 4.59, described as Strongly Agree and interpreted as Very High. Meanwhile, the lowest-rated statement was "Teachers do not use different methods because it is expensive," with an AWV of 3.19, described as Somewhat Agree and interpreted as Average. This means that the respondents generally perceived teaching methods as an important teacher-related factor in Social Studies instruction. The results indicate that learners recognized the value of using varied teaching approaches, especially because different methods may help teachers address learning gaps, improve classroom delivery, and support students' academic achievement. However, the average rating on the statement about teachers not using different methods because of expense suggests that cost may not be the strongest reason for limited method variation. It also means that respondents may see other possible reasons, such as teacher preference, time constraints, classroom conditions, or availability of instructional resources. This implies that Social Studies teachers should continue using varied, appropriate, and learner-centered teaching methods to improve student engagement and understanding. Since the overall result was high, the learners appeared to value flexible instructional practices rather than relying on a single teaching method. This also implies that school heads and instructional supervisors may encourage teachers to strengthen lesson planning, integrate interactive activities, and select methods suited to students' learning needs. It is also important to review items with negative or unclear wording, such as statements 7, 8, and 10, because these may affect the interpretation of the overall result if they were not reverse-scored.

The current finding is supported by Agustin (2025), who found that teaching strategies are linked to students' academic performance in Social Studies and emphasized the need for effective instructional practices to improve learning outcomes. Likewise, Omojemite (2025) reported that interactive teaching methods improved students' performance in Social Studies and Civic Education, showing that active and varied classroom strategies can support better academic results. Furthermore, Xiong (2025) found a positive relationship between teachers' teaching methodologies and students' learning engagement, with motivation serving as an important mediating factor.

Table 2: Respondents' perceived level of Teachers-Related Factors in terms of Instructional Materials.

Statements	AWV	SD	Description	Interpretation
1. Instructional materials can be improvised by teachers.	4.30	0.819	Strongly Agree	Very High
2. Instructional materials can be improvised with the use of local materials	4.28	0.803	Strongly Agree	Very High
3. Instructional materials in gender teacher's effectiveness	3.95	0.922	Agree	High
4. Instructional materials make a teacher vibrant.	4.08	0.925	Agree	High
5. A teacher without instructional materials is incomplete	3.71	1.199	Agree	High
6. Teaching without instructional materials is obsolete and futile.	3.71	1.152	Agree	High
7. Classroom lesson cannot be effective without the use of instructional materials	3.80	1.093	Agree	High
8. Teachers cannot teach well without instructional materials	3.62	1.193	Agree	High
9. Many teachers use instructional materials just to please supervisors.	3.42	1.298	Agree	High
10. Only the government can provide instructional materials	3.33	1.368	Somewhat Agree	Average
Overall	**3.82**	**0.746**	**Agree**	**High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 presents the respondents' perceived level of teachers-related factors in terms of instructional materials. The findings show that instructional materials obtained an overall AWV of 3.82 with an SD of 0.746, described as Agree and interpreted as High. The highest-rated statement was "Instructional materials can be improvised by teachers," with an AWV of 4.30 and SD of 0.819, described as Strongly Agree and interpreted as Very High. This was followed by "Instructional materials can be improvised with the use of local materials," with an AWV of 4.28 and SD of 0.803, also described as Strongly Agree and interpreted as Very High. Meanwhile, the lowest-rated statement was "Only the government can provide instructional materials," with an AWV of 3.33 and SD of 1.368, described as Somewhat Agree and interpreted as Average. This means that the respondents generally perceived instructional materials as an important teacher-related factor in the teaching-learning process. The high overall rating indicates that learners recognized the role of instructional materials in supporting teacher effectiveness, improving lesson delivery, and making classroom instruction more meaningful. The very high ratings on the first two statements further suggest that respondents believed teachers can create or improvise instructional materials, especially by using available local resources. However, the average rating on the statement that only the government can provide instructional materials suggests that respondents did not fully agree that instructional support should come from the government alone. This implies that teachers should continue using, developing, and improvising instructional materials to make lessons clearer, more engaging, and more responsive to learners' needs. It also implies that schools may encourage resourcefulness among teachers by supporting the use of locally available materials, contextualized learning aids, and low-cost instructional resources. Since some items, such as

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statements 9 and 10, appear to be negatively or indirectly worded, these should be carefully interpreted or reverse-scored if included in the computation of the overall mean.

The current finding is supported by Arop et al. (2019), who found that instructional materials positively influence students' academic performance and help improve classroom learning when properly utilized. Similarly, Sakirudeen et al. (2021) emphasized that the availability and use of instructional resources enhance teaching effectiveness because they help make abstract concepts more concrete and understandable to learners.

Table 3: Respondents' perceived level of Teachers-Related Factors in terms of In-service training.

Statements	AWV	SD	Description	Interpretation
1. In-service training keeps teacher vibrant and updated.	4.26	0.855	Strongly Agree	Very High
2. In-service training ensures steady and continuous growth of teachers.	4.34	0.775	Strongly Agree	Very High
3. In-service training makes teacher dynamic, as education is dynamic.	4.27	0.909	Strongly Agree	Very High
4. In-service training makes all teacher to be fully educated	4.28	0.829	Strongly Agree	Very High
5. Students' academic achievement can improve with regular seminars	4.25	0.851	Strongly Agree	Very High
6. In-service programmes provide avenue for the meeting of like-minds.	4.19	0.820	Agree	High
7. Teachers who refuse to update their knowledge through in-service training are dangerous to students.	3.84	1.179	Agree	High
8. Not all in service training is educative	3.36	1.125	Somewhat Agree	Average
9. In-service training makes student to suffer	2.89	1.285	Somewhat Agree	Average
10. In-service training is meant for weak teachers only.	2.64	1.367	Somewhat Agree	Average
Overall	**3.83**	**0.638**	**Agree**	**High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 3 presents the respondents' perceived level of teachers-related factors in terms of in-service training. The findings show that in-service training obtained an overall AWV of 3.83 with an SD of 0.638, described as Agree and interpreted as High. The highest-rated statement was "In-service training ensures steady and continuous growth of teachers," with an AWV of 4.34 and SD of 0.775, described as Strongly Agree and interpreted as Very High. This was followed by "In-service training makes teacher fully educated," with an AWV of 4.28, and "In-service training makes teacher dynamic, as education is dynamic," with an AWV of 4.27, both interpreted as Very High. Meanwhile, the lowest-rated statement was "In-service training is meant for weak teachers only," with an AWV of 2.64 and SD of 1.367, described as Somewhat Agree and interpreted as Average. This means that the respondents generally perceived in-service training as an important teacher-related factor that contributes to teachers' professional growth and instructional improvement. The very high ratings on the statements related to continuous growth, dynamism, and updated knowledge indicate that learners recognized the value of teacher development activities in improving classroom instruction. However, the lower rating on the statement that in-service training is only for weak teachers suggests that respondents did not fully agree with this negative idea, implying that professional training is relevant to all teachers, not only those needing improvement. This implies that schools should continue supporting regular in-service training, seminars, and professional development programs for teachers. Since the overall result was high, it indicates that teacher training may help strengthen teaching competence, classroom effectiveness, and student academic support. This also implies that school heads and education supervisors should encourage teachers to participate in meaningful, updated, and subject-relevant training activities. Items 8, 9, and 10 should be interpreted carefully because they are negatively worded and may need reverse scoring if they are included in the overall computation.

The current finding is supported by Darling-Hammond et al. (2017), who emphasized that effective professional development improves teachers' knowledge and classroom practice when it is sustained, content-focused, and connected to actual teaching needs. Similarly, Sims and Fletcher-Wood (2021) explained that teacher professional development can improve instructional quality when training is designed around clear learning goals, practice, feedback, and continuous support.

Table 4: Summary of Respondents' perceived level of Teachers-Related Factors.

Statements	AWV	SD	Description	Interpretation
A. Teaching Methods	4.01	0.678	Agree	High
B. Instructional Materials	3.82	0.746	Agree	High
C. In-service training	3.83	0.638	Agree	High
OVERALL	**3.89**	**0.605**	**Agree**	**High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 4 presents the summary of the respondents' perceived level of teachers-related factors. The salient findings show that the overall result obtained an AWV of 3.89 with an SD of 0.605, described as Agree and interpreted as High. Among the three indicators, Teaching Methods obtained the highest mean of 4.01 with an SD of 0.678, interpreted as High. This was followed by In-service Training, with an AWV of 3.83 and

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SD of 0.638, also interpreted as High. Meanwhile, Instructional Materials obtained the lowest mean of 3.82 with an SD of 0.746, but it was still described as Agree and interpreted as High. This means that the respondents generally perceived teachers-related factors as highly evident in the teaching-learning process. The result indicates that teaching methods, instructional materials, and in-service training were all viewed as important factors that may contribute to effective classroom instruction and students' academic learning. The highest rating for teaching methods suggests that learners particularly recognized the importance of varied and appropriate instructional strategies in delivering lessons. This implies that teachers should continue strengthening their instructional practices through effective teaching methods, proper use of instructional materials, and active participation in in-service training. Since all indicators were rated high, the findings suggest that teacher-related factors play a meaningful role in improving classroom engagement, lesson understanding, and academic support. The slightly lower rating for instructional materials also implies the need for continued improvement in the availability, preparation, and contextualized use of learning resources.

The current finding is supported by Darling-Hammond et al. (2017), who emphasized that effective teaching is strengthened when teachers are provided with continuous professional development, instructional support, and opportunities to improve classroom practices. Similarly, Arop et al. (2019) found that instructional materials enhance teaching and learning by making lessons clearer and more meaningful to students. In addition, Sims and Fletcher-Wood (2021) explained that professional development improves instructional quality when it is sustained, practice-based, and aligned with teachers' actual classroom needs.

2. What is the respondents' level of academic performance?

Table 5: Respondents' level of teaching strategies in Academic Performance.

Statements	AWV	SD	Description
Academic Performance	**4.55**	**0.499**	**Outstanding**

Table 5 presents the respondents' level of academic performance. The finding shows that academic performance obtained an AWV of 4.55 with an SD of 0.499, described as Outstanding. This indicates that the respondents' academic performance was rated at a very favorable level. This means that the respondents generally demonstrated a high level of academic achievement based on the given rating. The mean score suggests that learners performed very well in their academic requirements, while the low standard deviation indicates that their performance ratings were relatively close to one another, showing consistency among the respondents. This implies that the learners may have benefited from effective teacher-related factors such as appropriate teaching methods, the use of instructional materials, and teacher participation in in-service training. Since academic performance was rated outstanding, teachers and school administrators should continue sustaining instructional practices that support students' learning, while also identifying areas where learners may still need enrichment or intervention.

The current finding is supported by Darling-Hammond et al. (2020), who emphasized that effective teaching practices, supportive learning environments, and well-prepared teachers contribute to improved student learning outcomes. Similarly, Sims and Fletcher-Wood (2021) explained that teachers' professional development can improve instructional quality, which may positively influence students' classroom learning and performance. These studies support the present finding that strong teacher-related factors may be associated with favorable academic performance among learners.

3. Is there a significant relationship between the perceived level of teachers-related factors in Social Studies and respondents' level of academic performance?

Table 6: Test of relationship between the perceived level of teachers-related factors in Social Studies and respondents' level of academic performance.

Variables Correlated	rho-value	p-value	Interpretation
Teacher-related factors and Academic Performance	0.037	0.623	Negligible/Very Slight Positive Correlation Not Significant

**Correlation is significant at the 0.05 level*

Table 6 presents the test of relationship between the perceived level of teacher-related factors in Social Studies and the respondents' level of academic performance. The result shows a rho-value of 0.037, which indicates a negligible or very slight positive correlation between teacher-related factors and academic performance. However, the p-value of 0.623 is greater than the 0.05 level of significance; therefore, the relationship is not statistically significant. Hence, the null hypothesis is accepted, which states that there is no significant relationship between the perceived level of teacher-related factors in Social Studies and respondents' level of academic performance. This means that although the relationship between teacher-related factors and academic performance is positive, it is too weak and statistically insignificant to conclude that teacher-related factors are meaningfully associated with the respondents' academic performance in Social Studies. The result suggests that students' academic performance may not be strongly influenced by teacher-related factors alone, such as teaching methods, instructional materials, and in-service training. Other factors, such as learners' study habits, motivation, family support, socioeconomic condition, attendance, learning environment, and personal effort, may also contribute to their academic outcomes. This implies that Social Studies teachers, school heads, and DepEd officials should not focus only on teacher-related factors when designing programs to improve academic performance. While strengthening teaching methods, instructional materials, and teacher training remains important, schools should also consider learner-centered interventions such as academic monitoring, remedial instruction, study-skills development, parental involvement, and psychosocial support. Since the relationship was

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not significant, improving academic performance may require a more comprehensive approach that addresses both teacher-related and student-related factors.

The current finding contradicts Darling-Hammond et al. (2020), who emphasized that effective teaching practices, supportive learning environments, and well-prepared teachers contribute to improved student learning outcomes. It also contradicts Arop et al. (2019), who found that instructional materials can enhance students' academic performance by making lessons clearer and more meaningful. However, the current finding is supported by OECD (2019), which explained that student achievement is shaped by a combination of school, learner, family, and contextual factors, suggesting that academic performance cannot be explained by teacher-related factors alone. Thus, the negligible and non-significant relationship in the present study may indicate that academic performance in Social Studies is multidimensional and influenced by several interacting variables beyond teaching methods, instructional materials, and in-service training.

DISCUSSION

The findings of the study reveal that teacher-related factors in Social Studies were perceived by the respondents as highly evident, with an overall average weighted value of 3.89. Among the three indicators, teaching methods obtained the highest mean of 4.01, followed by in-service training with 3.83, and instructional materials with 3.82, all interpreted as High. This indicates that students recognized the importance of varied teaching strategies, the use of instructional resources, and teachers' continuous professional development in supporting the teaching-learning process. The high rating for teaching methods suggests that learners value teachers who use appropriate, flexible, and engaging approaches in presenting Social Studies lessons. Likewise, the high rating for instructional materials implies that students appreciate the use of learning aids, localized materials, and resources that make lessons clearer and more meaningful. The positive perception of in-service training also shows that learners see teacher development as important in improving classroom instruction. Meanwhile, the respondents' academic performance was rated Outstanding, with an average weighted value of 4.55, indicating that the students generally performed very well in Social Studies. However, the test of relationship revealed a negligible or very slight positive correlation between teacher-related factors and academic performance, with a rho-value of 0.037 and a p-value of 0.623, which is not statistically significant. Thus, the null hypothesis is accepted. This means that although teacher-related factors were highly evident, they were not significantly related to students' academic performance in this study. The result suggests that students' academic achievement may not be influenced by teacher-related factors alone, but also by other variables such as study habits, motivation, family support, socioeconomic status, attendance, personal effort, learning environment, and access to academic resources. This finding implies that improving academic performance in Social Studies requires a comprehensive approach that strengthens not only teaching methods, instructional materials, and teacher training, but also learner-centered support programs, parental involvement, remediation, enrichment activities, and psychosocial support. Therefore, while teacher-related factors remain essential in promoting quality instruction, the academic success of students should be viewed as a multidimensional outcome shaped by the combined influence of teachers, learners, families, schools, and the broader educational context.

CONCLUSION

Based on the findings of the study, it is concluded that teacher-related factors in Social Studies were highly evident among junior high school students at Dapitan City National High School. The respondents perceived teaching methods, instructional materials, and in-service training as important components of effective Social Studies instruction, with teaching methods receiving the highest rating. This means that students recognized the value of varied teaching strategies, useful instructional resources, and teachers' continuous professional development in improving classroom learning experiences. The study also concluded that the respondents demonstrated an outstanding level of academic performance in Social Studies, indicating that they generally performed very well in the subject. However, the test of relationship revealed that teacher-related factors had a negligible and non-significant relationship with students' academic performance. This means that although teacher-related factors were highly observed, they did not significantly influence or determine the academic performance of the respondents. Therefore, students' academic achievement in Social Studies may be affected not only by teaching methods, instructional materials, and in-service training, but also by other factors such as learners' motivation, study habits, family support, socioeconomic condition, attendance, personal effort, and the overall learning environment. Hence, improving students' academic performance requires a broader and more comprehensive approach involving teachers, school heads, parents, students, and other education stakeholders.

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