

Pedagogical Strategies of Social Studies Teacher and the Learner's Cultural Diversity and Academic Performance

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Abstract—This study aimed to determine the level of Pedagogical Strategies of Social Studies Teacher as well as learner's Cultural Diversity and Academic Performance among Grade 7 Learners it also explored the significant relationship between pedagogical strategies of social studies teacher on learners' cultural diversity and its significant effect to the academic performance. Utilizing quantitative research design using a descriptive method, a total of 100 Respondents were selected using random sampling techniques and the data was collected through researcher-made questionnaire, which was validated by two (2) master teachers and one (1) head teacher with specialization in social studies. The study employed weighted mean, standard deviation, Pearson r and analysis of variance (ANOVA) for data analysis and interpretation. Findings revealed that the social studies teacher employs a very high level of pedagogical strategies, students show a very high level of cultural diversity, academically, students perform very satisfactory performance. Statistically, there is no significant relationship between the pedagogical strategies of social studies teachers and learners' cultural diversity it also found no significant effect on the academic performance of Grade 7 learners. The study concluded that the analysis indicated, no significant relationship between the pedagogical strategies of social studies teachers and learners' cultural diversity. It also found no significant effect on the academic performance of Grade 7 learners. Leading to the acceptance of both hypotheses. This concludes that teaching methods may not need to change for every cultural group but understanding how culture influences group work or digital learning can help teachers create more inclusive and supportive environments for all Learners and this doesn't mean teaching strategies aren't important. For instructional methods to be truly effective, they must be thoughtfully implemented, aligned with Learners' cultural and social contexts, and delivered in ways that actively engage and motivate diverse learners. Considering the result, the study recommends that Future researchers may consider an in-depth study to examine the pedagogical strategies in social studies compared to other subjects, focusing on how they address cultural diversity. Further studies may also examine instructional elements like intervention materials, assessment methods, teaching practices, and classroom management to gain deeper insights into culturally responsive teaching.

Keywords—Pedagogical Strategies, Learners' Cultural Diversity, Academic Performance, Social Studies Teachers.

I. INTRODUCTION

Teaching social studies from the ancient past to contemporary global issues presents both a challenge and an opportunity for K–12 educators. Social studies is a vibrant and diverse subject that is essential to the development of knowledgeable and

accountable citizens. It encompasses a broad range of historical, political, cultural, and geographical themes, requiring educators to remain adaptable and engaged in their instructional methods. In today's increasingly diverse and interconnected world, effective social studies instruction involves more than mastery of content; it demands inclusive, engaging, and responsive pedagogical strategies. Teachers must continuously refine their methodologies to ensure learning remains accessible and meaningful for all Learners. These strategies are essential not only for academic success but also for fostering cultural awareness and sensitivity.

The importance of culturally responsive education is underscored by the Global Goals for Sustainable Development, which aim to ensure that by 2030, all learners acquire the knowledge and skills necessary to support sustainable development. These goals emphasize education on human rights, gender equality, peace, non-violence, global citizenship, and cultural appreciation core elements that social studies is uniquely positioned to address.

This adaptability is especially crucial in multicultural classrooms, where Learners bring diverse cultural backgrounds, perspectives, and experiences. While this diversity enriches classroom interactions, it also presents instructional challenges that require thoughtful and inclusive teaching approaches.

Recognizing the evolving needs of learners and society, the Philippines enacted Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013. The law's section 5 mandates the use of pedagogical strategies like constructivism, inquiry-based learning, reflective learning, collaborative learning, and integrative learning. This is further supported by DepEd Order No. 21, s. 2019, which provides policy guidelines for implementing these learner-centered approaches in the K to 12 Basic Education Program. Teachers are thus encouraged to adopt strategies that promote active, cooperative, and contextualized learning experiences, aligning with the broader goals of national and global education.

In response to these demands, social studies teachers must prioritize inclusive and Learner-centered instructional strategies. By incorporating personalized learning, interactive activities, and culturally responsive pedagogy, educators can enhance content comprehension while fostering an environment of respect and inclusion. Ultimately, these approaches not only improve academic outcomes but also

prepare Learners to navigate and contribute to a diverse and global society.

Therefore, the rationale of this study was to explore how social studies teachers' teaching strategies address learner's cultural diversity and how these strategies impact academic performance. The goal is to help educators develop inclusive and effective teaching methods that promote both cultural understanding and academic success and the findings will be guiding Learners toward becoming competent, culturally aware individuals.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study overarching goal was to ascertain the pedagogical strategies of social studies teacher and Learner's cultural diversity and academic performance.

Specifically, it sought to answer the following questions:

1. What is the level of pedagogical strategies of Social Studies Teacher in terms of:
 - 1.1 Collaborative learning;
 - 1.2 Contextualize learning;
 - 1.3 Differentiated instruction;
 - 1.4 Educational technology; and
 - 1.5 Inquiry-based learning?
2. What is the level of learner's cultural diversity in terms of:
 - 2.1 Cultural identity;
 - 2.2 Native language;
 - 2.3 Religious practice;
 - 2.4 Socioeconomic status; and
 - 2.5 Cultural traditions?
3. What is the level of Learners' academic performance in terms of:
 - 3.1 Grade?
4. Is there a significant relationship between pedagogical strategies of Social Studies Teacher and Learners' cultural diversity?
5. Is there a significant effect between pedagogical strategies of Social Studies Teacher and academic performance of grade 7 learners?

II. METHODOLOGY

Utilizing quantitative research design using a descriptive method, a total of 100 Respondents were selected using random sampling techniques and the data was collected through researcher-made questionnaire, which was validated by two (2) master teachers and one (1) head teacher with specialization in social studies. The study employed weighted mean, standard deviation, Pearson r and analysis of variance (ANOVA) for data analysis and interpretation.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered that showed a significant effect between using pedagogical strategies on learners' cultural diversity and academic performance.

1) Level of Pedagogical Strategies

Pedagogical strategies are structured teaching methods that enhance Learner learning, engagement, and comprehension.

They create an exciting, supportive learning environment, modifying instruction to suit a range of Learners, fosters critical thinking, and promotes academic achievement. This study implements pedagogical strategies such as collaborative learning, learning-by-context, learning with differentiated instruction, learning with technology and inquiry-based learning. Using the mean and standard deviation, a statistical analysis was done.

The average rated was 4.36 the weighted mean is 4.36 by 0.75 standard deviation indicating teachers' collaborative learning strategies is very effective in facilitating Learners' interaction, inclusiveness and cultural affirmation. Other comments affirm that it transcends cultural differences, builds friendship, and respects different points of view, this highlights the importance for respect amongst cultural backgrounds. Overall, these results lend support to the notion that cooperative learning is an appropriate teaching method for enhancing Learner sensitivity and interest in other cultures. Collaborative learning promotes a dynamic and equitable learning environment by fostering peer interaction, active discussion, and collaborative problem solving, in which diverse viewpoints are recognized and respected. Above all, this method prepares Learners to succeed in a world in which the challenges they face are increasingly global and their experiences are interwoven across borders through critical thinking skills, empathy, and by coming to a deeper understanding of a variety of different cultural perspectives.

TABLE 1. Level of Pedagogical Strategies of Social Studies Teacher in Terms of Collaborative Learning

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|----------------|
| Collaborative learning activities are effective in strengthening my interaction with classmates | 4.42 | 0.70 | Strongly Agree |
| Collaborative learning activities are Effective promoting inclusivity and respect for my cultural background | 4.50 | 0.69 | Strongly Agree |
| Collaborative learning activities in Social Studies are effective in overcoming cultural differences among group members. | 4.43 | 0.71 | Strongly Agree |
| Collaborative learning activities are effective in helping me understand the perspectives of other Learners from different cultures. | 4.29 | 0.77 | Strongly Agree |
| 5. Collaborative learning activities are effective in strengthening my ability to respect and appreciate cultural diversity. | 4.17 | 0.84 | Strongly Agree |
| Weighted Mean | | 4.36 | |
| SD | | 0.75 | |
| Verbal Interpretation | | | Very High |

Using Active, Collaborative Learning Collaborative learning has been recognized as a valuable teaching method that contributes to Learner engagement, cooperation and problem solving.

According to Paul and Kundu (2021) argue that a well-established dynamic, active learning and co-operative learning environment where Learners are actively involved in discussion – generating knowledge and boosting creativity, collaborative learning is necessary. In addition, 'critical factors' affect the quality of the CBL which was identified by the study of Almajed et al. (2020). One such factor was group dynamics, which is important because it is an indicator of how

well the Learners are able to work together and achieve a common goal.

TABLE 2. Level of Pedagogical Strategies of Social Studies Teacher in Terms of Contextualize Learning

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|----------------|
| Contextualized learning effectively connects course content to real-life situations relevant to my cultural background. | 4.29 | 0.80 | Strongly Agree |
| Contextualized learning helps me understand how Social Studies applies to my personal experiences and cultural perspectives. | 4.26 | 0.77 | Strongly Agree |
| Contextualized learning helps me see the importance of what I study in my daily life and future. | 4.25 | 0.81 | Strongly Agree |
| Contextualized learning is effective in creating a classroom environment that respects and values cultural diversity. | 4.36 | 0.79 | Strongly Agree |
| Contextualized learning allows me to connect the content to my cultural experiences, enhancing my interest in learning. | 4.28 | 0.85 | Strongly Agree |
| Weighted Mean | 4.29 | | |
| SD | 0.80 | | |
| Verbal Interpretation | | | Very High |

The level of pedagogical practices contextualizing learning is presented in Table 2. Both statements, mean scores, standard deviations and comments are provided. with an average of 4.29 and a sample standard deviation of 0.80, it could be said that the instructors’ contextualized learning approach is a very effective method of facilitating social interaction, inclusivity and cultural sensitivity among Learners. As other comments have said about success in crossing the border of culture and peer relationships, and the value of differing perspectives, this speaks to the importance of developing respect for cultural experience. Overall, these results appear to endorse that framing instruction is a good approach for increasing Learner engagement and cultural awareness. The findings is similar to the study of Reddy and Yolanda (2024) who observed that motivation, critical thinking, and problem solving are enhanced when topics are linked with the real world. Result. The results support contextual learning to enhance the importance of education which leads to Learner engagement and cultural sensitivity.

Table 3 presents the level of pedagogical strategies in terms of Differentiated Instruction It includes statements, mean scores, standard deviations, and corresponding remarks. The findings indicate a very high level of effectiveness with the weighted mean of 4.21, and standard deviation of 0.81 on differentiated instruction strategy used by the teachers in fostering Learner interaction, inclusivity, and cultural understanding. Other testimony speaks to the role of this approach in bridging cultural divides, in nurturing relationships among peers, and in valuing multiple points of view, this underscores the need to nurture respect for cultural histories.

Taken together, these results lend some support to the use of personalized instruction to enhance Learner interest and cultural sensitivity. Second, differentiated instruction, according to Mirawati et al. (2022) and Jacobse et al. (2019), supports the idea of ‘adjusting teaching strategies to cater for

the cultural diversity of learners – a variety of preferred styles of learning and different interests and background.

TABLE 3. Level of Pedagogical Strategies of Social Studies Teacher in Terms of Differentiated Instruction

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|----------------|
| Differentiated instruction effectively supports my individual learning needs in a culturally diverse classroom. | 4.25 | 0.76 | Strongly Agree |
| Differentiated instruction helps me feel included and valued in the classroom, regardless of my cultural background. | 4.21 | 0.82 | Strongly Agree |
| Differentiated instruction helps me feel included and valued in the classroom, regardless of my cultural background. | 4.22 | 0.81 | Strongly Agree |
| Strategies such as differentiated instruction are effective in addressing the diverse learning styles of Learners from different cultural backgrounds. | 4.19 | 0.85 | Agree |
| Differentiated instruction is effective in supporting my academic growth as a Learner from a diverse cultural background. | 4.20 | 0.83 | Agree |
| Weighted Mean | 4.21 | | |
| SD | 0.81 | | |
| Verbal Interpretation | | | Very High |

Table 4 presents the level of pedagogical strategies in terms of Education technology. It includes statements, mean scores, standard deviations, and corresponding remarks. The findings indicate a very high level of effectiveness with the weighted mean of 4.35, and standard deviation of 0.74 on educational technology strategy used by the teachers in fostering Learner interaction, inclusivity, and cultural understanding.

This highlights the role in promoting respect for cultural backgrounds, while other statements confirm its effectiveness in overcoming cultural differences, strengthening peer connections, and appreciating diverse perspectives Overall, these results affirm that educational technology is a powerful pedagogical strategy for fostering engagement and cultural awareness.

TABLE 4. Level of Pedagogical Strategies of Social Studies Teacher in Terms of Educational Technology

| STATEMENT | MEAN | SD | REMARKS |
|---|------|------|----------------|
| Differentiated instruction is effective in supporting my academic growth as a Learner from a diverse cultural background. | 4.39 | 0.69 | Strongly Agree |
| Educational technology makes learning more accessible for me, considering my cultural and language needs. | 4.40 | 0.71 | Strongly Agree |
| Educational technology helps me better understand course content through interactive tools. | 4.27 | 0.74 | Strongly Agree |
| Educational technology supports my individual learning needs in a culturally diverse classroom.) | 4.32 | 0.75 | Strongly Agree |
| Educational technology allows me to learn at my own pace, enhancing my learning experience as a Learner from a diverse cultural background. | 4.36 | 0.81 | Strongly Agree |
| Weighted Mean | 4.35 | | |
| SD | 0.74 | | |
| Verbal Interpretation | | | Very High |

Additionally, educational technology supports learners' cultural diversity by providing inclusive and adaptable learning experiences. According to Sani et al. (2024) discusses the importance of digital tools to enhance learning engagement and motivation to overcome barriers.

Table 5 presents the level of pedagogical strategies in terms of Inquiry- based learning. It includes statements, mean scores, standard deviations, and corresponding remarks. The findings indicate a very high level of effectiveness with the weighted mean of 4.27, and standard deviation of 0.79 inquiry-based learning strategy used by the teachers in fostering Learner interaction, inclusivity, and cultural understanding. This highlights the role in promoting respect for cultural backgrounds, while other statements confirm its effectiveness in overcoming cultural differences, strengthening peer connections, and appreciating diverse perspectives. Overall, these results affirm that inquiry-based learning is a powerful pedagogical strategy for fostering engagement and cultural awareness.

TABLE 5. Level of Pedagogical Strategies of Social Studies Teacher in Terms of Inquiry- based Learning

| STATEMENT | MEAN | SD | REMARKS |
|---|-----------|------|----------------|
| Inquiry-based learning helps me engage more deeply with others, despite our cultural differences. | 4.34 | 0.73 | Strongly Agree |
| Inquiry-based learning is effective in fostering curiosity and critical thinking among us Learners from diverse cultural backgrounds. | 4.32 | 0.75 | Strongly Agree |
| Inquiry-based learning supports my individual learning needs in a culturally diverse classroom. | 4.31 | 0.75 | Strongly Agree |
| Inquiry-based learning helps me connect my cultural experiences to the learning process. | 4.25 | 0.82 | Strongly Agree |
| Inquiry-based learning helps me apply the knowledge I have gained to real-life situations, especially in culturally diverse contexts. | 4.14 | 0.90 | Agree |
| Weighted Mean | 4.27 | | |
| SD | 0.79 | | |
| Verbal Interpretation | Very High | | |

Additionally, Inquiry-based learning according to Qablan et. al (2024) defines inquiry-based learning as a method that is focused on the needs of the Learner and stresses the use of questioning and discovery to solve problems. Therefore, it describes the inquiry-based learning (IBL), a Learner-centered approach to teaching that emphasizes active engagement through investigation, questioning, and problem-solving. Their creation aligns with the foundational concepts of constructivist learning theory, the theory that Learners learn by gaining knowledge through experience and reflection

Level of Learner's Cultural Diversity

The coexistence of various backgrounds, traditions, and viewpoints within a society is known as cultural diversity. It fosters inclusiveness, respect, and open- mindedness while enhancing creativity, collaboration, and problem-solving. In education, it deepens learning, cultural awareness, and global competence, preparing Learners for a diverse world. In this study cultural diversity includes cultural identity, native language, religious practice, socioeconomic status and cultural traditions and was determined by mean and standard deviation.

Table 6 presents the level of cultural diversity in terms of cultural identity. It contains mean scores, standard deviations, comments, and statements. The results indicate a very high level of learners' cultural diversity in terms of cultural identity weighted mean = 4.36, SD = 0.77, showing that Learners generally feel valued, respected, and encouraged to express their cultural backgrounds. Learners enjoy engaging with classmates from different cultural backgrounds, reflecting on a positive and inclusive learning environment when teachers encourage sharing of cultural experiences. However, some Learners occasionally feel misunderstood regarding their cultural background. This implies a need for further efforts in promoting cultural awareness and sensitivity in the classroom.

Moreover, Cultural identity plays a vital role in learners' cultural diversity by shaping their perspectives, interactions, and sense of belonging in educational settings. According to Galyapina et al. (2024) highlights how ethnic and regional identities influence perceptions, reflecting how Learners' backgrounds shape their learning experiences.

TABLE 6. Level of Leamer's Cultural Diversity in Terms of Cultural Identity

| STATEMENT | MEAN | SD | REMARKS |
|---|-----------|------|----------------|
| I feel that my cultural background is valued in the classroom. | 4.34 | 0.68 | Strongly Agree |
| I enjoy engaging with classmates from different cultural backgrounds. | 4.45 | 0.69 | Strongly Agree |
| Sometimes, I feel that my cultural background is not understood by others in the classroom. | 4.27 | 0.83 | Strongly Agree |
| My teacher encourages Learners to share their cultural experiences and perspectives. | 4.37 | 0.81 | Strongly Agree |
| I can freely express my cultural identity in the classroom. | 4.35 | 0.85 | Strongly Agree |
| Weighted Mean | 4.36 | | |
| SD | 0.77 | | |
| Verbal Interpretation | Very High | | |

Similarly, Zhou (2024) emphasizes cultural identity as a collective and individual awareness that affects cross-cultural communication. Recognizing these identities in education fosters inclusiveness, mutual respect, and a deeper understanding of diverse perspectives among learners. mutual respect, and a deeper understanding of diverse perspectives among learners.

Table 7 presents the level of cultural diversity in terms of Native Language. It includes statements, mean scores, standard deviations, and corresponding remarks. The results indicate a very high level of learners' cultural diversity in terms of native language, weighted mean = 4.27, SD = 0.74, showing that Learners generally feel valued, respected, and encouraged to express their cultural backgrounds. Learners enjoy engaging with classmates from different cultural backgrounds, reflecting on a positive and inclusive learning environment when teachers encourage sharing of cultural experiences. However, some Learners occasionally feel misunderstood regarding their cultural background. This implies a need for further efforts in promoting cultural awareness and sensitivity in the classroom. Teachers play a crucial role in sustaining this environment by encouraging cultural expression and open dialogue, ultimately enhancing Learners' social and academic growth.

TABLE 7. Level of Learner’s Cultural Diversity in Terms of Native Language

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|----------------|
| 1. I believe that speaking my native Language in class helps improve communication with my classmates. | 4.19 | 0.72 | Agree |
| 2. I believe that native languages should be included in classroom learning to promote cultural diversity. | 4.29 | 0.76 | Strongly Agree |
| 3. I feel that my native language may cause misunderstandings or misinterpretations in a culturally diverse classroom. | 4.22 | 0.77 | Strongly Agree |
| 4. My teacher encourages Learners to share their native languages in the classroom. | 4.34 | 0.71 | Strongly Agree |
| 5. I feel that my native language enriches my learning experience in the classroom. | 4.31 | 0.76 | Strongly Agree |
| Weighted Mean | | 4.27 | |
| SD | | 0.74 | |
| Verbal Interpretation | | | Very High |

Moreover, Native language is deeply connected to learners' cultural diversity, influencing identity, communication, and learning experiences. According to Tsehaye et al. (2021) highlight how heritage speakers balance their family language with a societal language, reflecting cultural adaptation. Similarly, Voiteleva (2022) emphasizes that native language embodies cultural- historical identity and moral values, shaping individuals' perspectives.

TABLE 8. Level of Learner’s Cultural Diversity in Terms of Religious Practice

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|---------|
| My religious practices influence how I interact with my classmates in the classroom. | 4.18 | 0.74 | Agree |
| I believe that discussing religious practices in the classroom broadens understanding of cultural diversity. | 4.20 | 0.72 | Agree |
| I feel that religious diversity in the classroom enriches my learning experience. | 4.19 | 0.81 | Agree |
| I feel uncomfortable when my religious beliefs are questioned or challenged in the classroom. | 4.13 | 0.86 | Agree |
| My religious practices have taught me the importance of respect and understanding in a culturally diverse classroom. I feel uncomfortable when my religious beliefs are questioned or challenged in the classroom. | 4.09 | 0.89 | Agree |
| Weighted Mean | | 4.16 | |
| SD | | 0.81 | |
| Verbal Interpretation | | | High |

Table 8 presents the level of cultural diversity in terms of religious practice. It includes statements, mean scores, standard deviations, and corresponding remarks. The results indicate a high level of learners’ cultural diversity in terms of religious practice, weighted mean = 4.28, SD = 0.81, showing that Learners generally feel valued, respected, and encouraged to express their cultural backgrounds. Learners enjoy engaging with classmates from different cultural backgrounds, reflecting on a positive and inclusive learning environment when teachers encourage sharing of cultural experiences. The results indicate a high level of learners’ cultural diversity in terms of religious practice, weighted mean = 4.28, SD = 0.81, showing that Learners generally feel valued, respected, and encouraged

to express their cultural backgrounds. Learners enjoy engaging with classmates from different cultural backgrounds, reflecting a positive and inclusive learning environment when teachers encourage sharing of cultural experiences

However, some Learners occasionally feel misunderstood regarding their cultural background. This implies a need for further efforts in promoting cultural awareness and sensitivity in the classroom. Teachers play a crucial role in sustaining this environment by encouraging cultural expression and open dialogue, ultimately enhancing Learners' social and academic growth

Moreover, Religious practices contribute to learners' cultural diversity by shaping moral values, worldviews, and social interactions. The concept of multiscale active inference (2022) highlights how religious practices create shared meanings and moral enculturation, influencing both individual and collective identities.

Table 9 presents the level of cultural diversity in terms of socioeconomic status. It includes statements, mean scores, standard deviations, and corresponding remarks. The results indicate a high level of learners’ cultural diversity in terms of socioeconomic status, weighted mean = 4.24, SD = 0.76, showing that Learners generally feel valued, respected, and encouraged to express their cultural backgrounds. Learners enjoy engaging with classmates from different cultural backgrounds, reflecting on a positive and inclusive learning environment when teachers encourage sharing of cultural experiences. However, some Learners occasionally feel misunderstood regarding their cultural background. This implies a need for further efforts in promoting cultural awareness and sensitivity in the classroom. Teachers play a crucial role in sustaining this environment by encouraging cultural expression and open dialogue, ultimately enhancing Learners' social and academic growth.

TABLE 9. Level of Learner’s Cultural Diversity in Terms of Socioeconomic Status

| STATEMENT | MEAN | SD | REMARKS |
|--|------|------|----------------|
| My socio-economic background affects how I interact with classmates from different cultural backgrounds. | 4.29 | 0.74 | Strongly Agree |
| My socio-economic background affects my level of comfort in interacting with Learners from different socio-economic and cultural backgrounds. | 4.34 | 0.73 | Strongly Agree |
| My socio-economic background helps me appreciate the cultural diversity of my classmates. | 4.19 | 0.79 | Agree |
| I feel that my classmates from different socio-economic backgrounds should have equal opportunities to contribute to classroom discussions about cultural diversity. | 4.24 | 0.73 | Strongly Agree |
| I believe that cultural diversity in the classroom is enriched by Learners from different socio-economic backgrounds. | 4.15 | 0.81 | Agree |
| Weighted Mean | | 4.24 | |
| SD | | 0.76 | |
| Verbal Interpretation | | | Very High |

Moreover, Socioeconomic status shapes learners' cultural diversity by influencing access to resources, opportunities, and perspectives. According to Melita et al. (2024) highlights how socioeconomic status impacts attitudes toward social systems,

while Long & Renbarger (2023) on their study emphasizes its role in measuring social, cultural, and financial capital. Recognizing Socioeconomic status differences in education fosters equity, inclusivity, and a deeper understanding of diverse Learner experiences.

TABLE 10. Level of Leamer’s Cultural Diversity in Terms of Cultural Traditions

| STATEMENT | MEAN | SD | REMARKS |
|---|-----------|------|----------------|
| My cultural traditions affect how I interact with classmates from different cultural backgrounds. | 4.33 | 0.67 | Strongly Agree |
| My cultural traditions help me build stronger relationships with classmates who share a similar background. | 4.39 | 0.65 | Strongly Agree |
| I believe that my cultural traditions help Enrich classroom discussions about cultural diversity. | 4.19 | 0.77 | Agree |
| I believe that sharing my cultural traditions in the classroom promotes a better understanding of cultural diversity. | 4.11 | 0.82 | Agree |
| I believe that my cultural traditions provide a unique perspective in discussions about cultural diversity. | 4.02 | 0.84 | Agree |
| Weighted Mean | 4.21 | | |
| SD | 0.76 | | |
| Verbal Interpretation | Very High | | |

Table 10 presents the level of cultural diversity in terms of cultural traditions. It includes statements, mean scores, standard deviations, and corresponding remarks. The results indicate a high level of learners’ cultural diversity in terms of cultural traditions, weighted mean = 4.21, SD = 0.76, showing that Learners generally feel valued, respected, and encouraged to express their cultural backgrounds. learners enjoy engaging with classmates from different cultural backgrounds, reflecting a positive and inclusive learning environment when teachers encourage sharing of cultural experiences.

However, some Learners occasionally feel misunderstood regarding their cultural background. This implies a need for further efforts in promoting cultural awareness and sensitivity in the classroom. Teachers play a crucial role in sustaining this environment by encouraging cultural expression and open dialogue, ultimately enhancing Learners' social and academic growth.

Moreover, Cultural traditions play a vital role in shaping learners' interactions, perspectives, and educational experiences. According to Willson (2019) emphasizes how cultural meanings of respect influence teamwork and conflict resolution, essential for diversity management Similarly to the study of Khan et al. (2023) highlights the importance of respecting traditions, incorporating culturally relevant activities, and engaging families to create an inclusive and enriching learning environment. Somehow, cultural traditions in education emphasize discipline, memorization and respect for authority. It also influences how education is structured, delivered and experienced. These traditions shape not only what is taught, but also how learning happens, the role of teachers and Learners and what is considered knowledge.

Learner’s level of academic Performance

Learner academic performance is the level of achievement in educational tasks, measured through grades and

assessments. In this study the academic performance of Learners.

The grade level of Learners' academic performance is shown in Table 11. The grade ranges, frequency, percentage, and related comments are all included. expected academic standards. The data presents the academic performance of Learners based on their grades, frequency, and percentage distribution. The majority of Learners (43%) achieved an Outstanding rating with grades ranging from 90 to 100, indicating a strong academic performance. Additionally, A combined 50% of Learners fell within the Strongly Satisfactory (25%) and Satisfactory (25%) categories, showing that half of the Learners performed at a commendable level. Meanwhile, 7% of Learners were classified under Fairly Satisfactory (75-79), suggesting room for improvement. Notably, no Learners scored below 75, meaning that all met the expected academic standards. The weighted mean of 87.77 and the standard deviation of 5.55 indicates a moderate spread in Learner performance, meaning there is some variation in grades but no extreme outliers.

TABLE 11. Leamer’s level of Academic Performance

| Grades | Frequency | Percentage | Remarks |
|------------------------------|--------------------------|-------------|---------------------------|
| 90-100 | 43 | 43% | Outstanding |
| 85-89 | 25 | 25% | Very Satisfactory |
| 80-84 | 25 | 25% | Satisfactory |
| 75-79 | 7 | 7% | Fairly Satisfactory |
| Below 75 | 0 | 0% | Did Not Meet Expectations |
| Total | 100 | 100% | |
| Weighted Mean | 87.77 | | |
| SD | 5.55 | | |
| Verbal Interpretation | Very Satisfactory | | |

Overall, a high level of academic achievement was shown among the Learners, with a significant proportion excelling in their studies. This highlights the importance of sustaining high-quality instruction and reinforcement activities to maintain strong performance levels. Additionally, Grades play a crucial role in assessing Learner performance but are shaped by both pedagogical and ideological factors.

Lynch and Hennessy (2015) argue that grades have become a socially constructed imperative in universities, shifting focus toward accountability and reliability rather than broader educational goals. Understanding these perspectives helps in evaluating grading practices and their impact on learning. Understanding these perspectives helps in evaluating grading practices and their impact on learning, particularly in how they shape Learner motivation, self-perception, and long-term educational outcomes.

Test of Relationship between the pedagogical strategies of social studies teacher and learner’s cultural diversity

To test the significant relationship between the pedagogical strategies and learner’s cultural diversity in terms of Cultural identity, Native language, religious practice, Socioeconomic status, and Cultural traditions they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

From the findings, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the pedagogical strategies and learner’s

cultural diversity” is accepted, which incites that there is no significant relationship between them. Most teaching methods don’t appear to be strongly influenced by Learners’ cultural backgrounds in any clear or measurable way. However, there are a few meaningful exceptions worth noting. Collaborative learning, for instance, seems to connect with Learners’ religious practices and cultural traditions, which might shape how comfortable or engaged they feel in group settings. Similarly, the way Learners interact with educational technology can also be influenced by their religious background. Table 12 in other words might not broadly affect all teaching strategies, it can play a significant role in how Learner’s experience certain aspects of the classroom, especially when it comes to working with others or using digital tools.

TABLE 12. Significant Relationship between the pedagogical strategies of social studies teacher and learner’s cultural diversity

| Pedagogical strategies | Learner’s cultural diversity | | | | | |
|----------------------------|------------------------------|-----------------|--------------------|----------------------|---------------------|---------|
| | Cultural identity | Native language | Religious practice | Socioeconomic status | Cultural traditions | |
| Collaborative learning | Pearson Correlation | 0.3461 | 0.0280 | -0.0137 | 0.0255 | 0.0926 |
| | Significance (2-Tailed) | 0.9232 | 0.1943 | 0.0102 | 0.1009 | 0.0302 |
| | N | 99 | 99 | 99 | 99 | 99 |
| Contextualized learning | Pearson Correlation | 0.0338 | 0.0930 | 0.0271 | 0.2004 | 0.1010 |
| | Significance (2-Tailed) | 0.4137 | 0.8129 | 0.1241 | 0.5292 | 0.3031 |
| | N | 99 | 99 | 99 | 99 | 99 |
| Differentiated instruction | Pearson Correlation | 0.2515 | 0.1096 | 0.0718 | -0.0304 | 0.2031 |
| | Significance (2-Tailed) | 0.0531 | 0.4554 | 0.4934 | 0.7339 | 0.9341 |
| | N | 99 | 99 | 99 | 99 | 99 |
| Educational technology | Pearson Correlation | 0.2957 | 0.1022 | -0.1112 | -0.0059 | 0.0340 |
| | Significance (2-Tailed) | 0.9074 | 0.2870 | 0.0311 | 0.1825 | 0.0737 |
| | N | 99 | 99 | 99 | 99 | 99 |
| Inquiry-based learning | Pearson Correlation | 0.0355 | -0.0238 | 0.1034 | 0.0262 | 0.1146 |
| | Significance (2-Tailed) | 0.3023 | 0.9798 | 0.1511 | 0.7031 | 0.3951 |
| | N | 99 | 99 | 99 | 99 | 99 |
| Analysis | | Not Sig | Not Sig | Sig | Not Sig | Not Sig |
| | | Not Sig | Not Sig | Not Sig | Not Sig | Not Sig |
| | | Not Sig | Not Sig | Not Sig | Not Sig | Not Sig |

| Correlation Coefficient Value (r) | Direction and Strength of Correlation |
|-----------------------------------|---------------------------------------|
| 0.00 to 0.19 | Very Weakly Positive |
| 0.20 to 0.39 | Weakly Positive |
| 0.40 to 0.59 | Moderately Positive |
| 0.60 to 0.79 | Strongly Positive |
| .80 to 1.00 | Perfectly Positive |

However, these nuanced insights emphasize the importance of culturally responsive teaching, even if the overarching pedagogical approaches remain unaffected by cultural diversity and educators should consider incorporating

culturally responsive teaching frameworks that acknowledge these subtleties and seek to create equitable learning environments.

Test of Effect between the pedagogical strategies of social studies teacher and academic performance of grade 7 learners

To test the effect between the use of pedagogical strategies and learner’s performance was treated statistically using analysis of variance. The table presents the results of a test examining the effect of various pedagogical strategies on the academic performance of Grade 7 learners. Among the pedagogical strategies used by the teachers, differentiated instruction possess significant effect on learners’ academic performance (p<0.05). This means that tailoring these methods meets the diverse needs of learners to enhance academic performance..

TABLE 13. Significant effect between the pedagogical strategies of social studies teacher to academic performance of grade 7 learners

| Source | Academic Performance | Type III Sum of Squares | df | Mean Square | F | p |
|----------------------------|----------------------|-------------------------|----|-------------|---|-------------|
| Collaborative Learning | | 24.936 | | 990.266 | | 0.7460.772 |
| Contextualized Learning | | 37.146 | | 990.385 | | 0.8750.622 |
| Differentiated Instruction | Grades | 36.420 | | 990.294 | | 2.1780.007* |
| Educational Technology | | 32.930 | | 990.357 | | 0.6730.846 |
| Inquiry-based Learning | | 34.202 | | 990.329 | | 1.2390.244 |

Note: * p < .05.

This finding emphasizes the importance of adopting differentiated strategies in the classroom to cater to varying learning styles and abilities.

Likewise collaborative learning, contextualized learning, using educational technology and inquiry -based learning do not show significant effect on learners academic performance (p>0.05) this means that the significance of pedagogical strategies often hinges on proper implementation, contextual relevance, Learner engagement, and alignment with individual learning needs Therefore, the studies by Hamid et al. (2023) and Andriani (2023) emphasize that differentiated instruction when well-planned and tailored to Learners’ diverse needs significantly improves learner engagement and academic performance. highlighting that the effectiveness of pedagogical strategies depends on proper implementation and contextual relevance.

Overall, the research supports the use of personalized teaching approaches to improve learning outcomes, especially for Learners with varying abilities.

IV. CONCLUSION AND RECOMMENDATIONS

Based on these findings, the study concluded that the analysis indicated, no significant relationship between the pedagogical strategies of social studies teachers and learners’ cultural diversity. It also found no significant effect on the academic performance of Grade 7 learners. leading to the acceptance of both hypotheses. This suggest that they do not

appear to significantly influence each other within the scope of the study.

However, Teaching methods may not need to change for every cultural group but understanding how culture influences group work or digital learning can help teachers create more inclusive and supportive environments for all Learners and this doesn't mean teaching strategies aren't important, For instructional methods to be truly effective, they must be thoughtfully implemented, aligned with Learners' cultural and social contexts, and delivered in ways that actively engage and motivate diverse learners.

Based on the result and discussion, the following are some of the recommendations in this study.

Teachers may improve Differentiated Instruction through professional development programs, such as SLAC sessions or educational workshops, which provide educators with cutting-edge tools to maximize their effectiveness.

Teachers may contrivance activities that promote understanding and respect for various religious practices, such as organizing interfaith dialogues, celebrating religious holidays from different traditions, and facilitating classroom discussions about diverse religious beliefs and customs.

Teachers may be applying the best teaching practices which are challenging and engaging in reinforcement activities to sustain and enhance Learners' high academic performance.

Future researchers may consider an in-depth study to examine the pedagogical strategies in social studies from other subjects when addressing cultural diversity. these Further studies may explore additional instructional elements such as intervention materials, assessment methods, effective teaching practices, and classroom management strategies related to learners' cultural diversity. which may provide deeper insights into culturally responsive teaching for diverse learners.

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