

# Using Collaborative Judgment Session Strategy (CJSS) in Enhancing Student Awareness of Economic Sectors

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## ABSTRACT

Economics in Araling Panlipunan plays a significant role in enhancing students' awareness and understanding of the complexities of various economic sectors, fostering their knowledge, and preparing them for meaningful engagement in the broader socio-economic landscape. This study aimed to enhance students' awareness of economic sectors in Araling Panlipunan 9 through the use of Collaborative Judgment Session Strategy (CJSS), using a single-group pretest-posttest research design. Twenty-five students from Ozamiz City Public School were selected for the 2024–2025 school year through purposive sampling. Data were collected using a researcher-made test as part of a quantitative approach. Minitab was used to perform statistical analysis, and techniques such as the mean, standard deviation, and t-test were employed to examine the findings. Results revealed that students' awareness of economic sectors before using the CJSS was at a Fairly Satisfactory level. After implementing the strategy, students' awareness significantly improved, reaching an Outstanding level. Highly significant positive differences were found in students' awareness before and after the implementation of the CJSS. The CJSS enhances student awareness, deepens their understanding of economic sectors, and improves critical thinking skills to address real-world economic challenges. CJSS can be integrated to enhance students' awareness, not only in economics but also in other related disciplines, such as Asian Studies, History, and Contemporary Issues, as well as in other learning areas.

**Index Terms:** Collaborative Judgment Session Strategy, Economic Sectors, Education, Philippines, Student Awareness

## INTRODUCTION

Students often perceive the Araling Panlipunan subject in the K-12 curriculum as less engaging and are sometimes treated as a minor subject (Sardido et al., 2024). In addition to providing a foundation for national development and fostering responsible citizenship, social studies is a vital tool for understanding and navigating the complexities of societal changes. The Philippine K–12 curriculum places a strong emphasis on the importance of social studies in promoting civic literacy and active participation in society. To keep the material current and relevant for students, lessons are made to be localized, contextualized, and indigenous (Crisolo & Camposano, 2021).

However, despite its significance, Araling Panlipunan continues to face persistent challenges in student engagement and academic performance. Students often struggle with comprehension, critical thinking, and analytical reasoning skills. There are also noticeable gaps between the curriculum standards and students' actual knowledge and capabilities. Addressing these issues requires student-centered approaches, engaging activities, and strategies that promote critical thinking and active participation (Pineda, 2024). Collaborative learning, in particular, has been shown to improve social interaction, teamwork, and student engagement (Ghavifekr, 2020).

In Grade 7 World History, students benefit from diverse instructional resources and materials that aim to make lessons more engaging and interactive. However, many students still encounter difficulties in connecting

historical events to contemporary issues, limiting their overall understanding and retention of knowledge (Acojido, 2021). Additionally, students are often exposed to fragmented information due to the specialized approach in teaching Social Studies, where History, Geography, and Civic Education are taught separately, leading to gaps in their holistic understanding (Moobola & Mulenga, 2020).

In Grade 8 Asian Studies, students are encouraged to actively participate in lessons through the use of interactive tools and multimedia presentations. While modern teaching aids, such as projectors and digital resources, are used to make learning more engaging, some students still struggle to sustain interest and motivation in the subject (Ofiaza, 2023). Similarly, in Grade 10 Contemporary Issues, students often struggle to develop higher-order thinking skills (HOTS), which are crucial for analyzing and addressing real-world problems effectively (Montelibano et al., 2023).

Focusing on Grade 9 Economics in Araling Panlipunan, students gain essential knowledge about economic systems, resource allocation, and their roles in economic activities at both personal and societal levels. Economics aims to equip students with critical decision-making skills to help them navigate economic challenges in their communities (Riswan, 2022). Every day learning activities include discussions, problem-solving tasks, role-playing scenarios, and demonstrations, all designed to make economic concepts more relatable and easier to understand (Adio & Olatunde, 2021).

Learning Economics helps students develop essential life skills, including resource management and informed decision-making, which are valuable in a constantly evolving society. Instructional tools and materials significantly enhance the learning experience, making complex economic principles more comprehensible (Ikpesu & Nkem, 2021). Despite showing positive attitudes toward the subject, many Grade 9 students still face challenges in grasping key economic concepts, such as supply and demand analysis, market dynamics, and resource allocation. These difficulties suggest the need for targeted support to strengthen students' academic performance in Economics (Gauuan, 2023).

The researcher identified an apparent knowledge gap in prior research concerning the exploration of Araling Panlipunan students' learning performance and effective teaching strategies in the learning areas of History, Civics, Geography, and Contemporary Issues. Additionally, previous studies did not sufficiently address the Economics subject, which could provide valuable insights into the relationship between students' attitudes toward Economics and their academic performance in the subject. This gap encompasses several unexplored dimensions that have recently attracted research interest in other disciplines (Riswan, 2022; Gauuan, 2023). The use of collaborative learning strategies combined with diversified teaching methods should be explored further to gain an understanding of why this is not the case when incorporating collaborative strategies in learning economic sectors in secondary education (Miles, 2017).

This research aimed to enhance student awareness of economics, particularly in learning economic sectors, through the Collaborative Judgment Session Strategy. It focuses on Grade 9 Araling Panlipunan students, specifically covering topics such as agriculture, industry, services, and the informal sector. While the study is limited to these participants and topics, the strategy has the potential to be applied to other lessons, subjects, or schools if proven effective. The significance of this research lies in its ability to foster deeper understanding and active engagement among students, encouraging meaningful participation in learning. By using this approach, students can better grasp relevant economic challenges and develop critical thinking skills.

The Collaborative Judgment Session Strategy, aims to enhance student awareness of economic sectors during the 2024 school year. This educational strategy encourages students to engage in collective reasoning and discussion about complex issues by assuming various roles within a structured environment. In this format, students collaborate to evaluate different perspectives, debate arguments, and constructively critique each other's viewpoints. This process enhances critical thinking and engagement with economic sectors, as students learn to appreciate diverse perspectives and negotiate differing opinions.

Most educators employ collaborative strategies that foster active participation, including community-based approaches, cooperative learning activities, and inquiry-based methods. These strategies are designed to make Social Studies more engaging and interesting, maximizing student involvement and participation in class.

Furthermore, the use of these strategies helps counter the perception that Social Studies is a dull subject (Baldado et al., 2023). Collaborative learning holds significant promise in higher education, as it fosters joint knowledge construction and skill development through interactions, leading to deeper learning (Herrera-Pavo, 2021).

Another key factor in educational success is motivation, which is closely linked to classroom engagement. Experiential learning (EL), a learner-centered approach gaining attention, contributes to enhancing the educational experience by focusing on the development of skills and practical experiences (Kong, 2021). Teachers should integrate effective learning materials that support both teaching and the improvement of student learning outcomes, incorporating creative resources into discussions and assessments. Students must continue to develop their critical thinking, motor skills, and teamwork through participation in relevant activities.

Teachers must also maintain strong qualities and characteristics to consistently enhance student outcomes in Araling Panlipunan and other subjects. Schools should engage students in various tasks and performances to help improve their skills and capabilities. Providing appropriate instructional materials and exploring innovations in teaching resources is crucial for enhancing students' learning outcomes across various subjects. Modifying and improving teaching strategies, when necessary, can further address students' needs (Singa, 2022).

If students do not collaborate effectively during the sessions, they may not fully grasp the material, which can limit the strategy's impact on their learning and participation. The researcher's proposal on the use of the Collaborative Judgment Sessions Strategy (CJSS) aims to enhance students' awareness of economic sectors. This interactive strategy encourages students to actively engage in discussions about economic challenges that are relevant to their lives. The strategy relies heavily on active student participation, which may be challenging for students who are less confident or reluctant to engage in group discussions.

This strategy fosters collaboration as students are grouped into five or six groups, depending on the class size. The exploration of the lesson begins after the initial introduction. Once the lesson is introduced, each group assigns specific social roles to its members based on the teacher's instructions. For example, if the lesson focuses on the "Sektor ng Agrikultura," roles may include those of a resident, purok president, farmer, environmentalist, and public official. Students then join others from different groups who share the same role to discuss their perspectives, thereby fostering critical thinking and judgment. Reading materials, pictures, and guide questions are also provided to ensure an in-depth understanding of the topic. After a set time, the teacher raises an issue or notion related to the topic. Finally, a formal session takes place, simulating a senate hearing or council meeting, where each group presents their stance and ideas to address problems in the agriculture sector.

This action research aimed to enhance students' awareness of economic sectors in one of the secondary schools in Misamis Occidental during the school year 2024-2025. Specifically, it sought to answer the following questions:

What is the level of students' awareness of economic sectors before the implementation of Collaborative Judgment Session Strategy?

What is the level of students' awareness of economic sectors after the implementation of Collaborative Judgment Session Strategy?

Is there a significant difference in students' awareness following the use of CJSS in learning economic sectors?

## METHODS

### Research Design

The study employed a single-group pretest-posttest design to enhance students' awareness of economic sectors. ADR, or action design research, has become well-known as a significant information systems research methodology (Cronholm & Göbel, 2022). Since it targets a particular class or group of students and seeks to increase students' understanding of economic sectors in Araling Panlipunan 9 lessons, this design is judged appropriate.

## Research Setting

The study was conducted during the 2024–2025 academic year with Grade 9 students at a specific public secondary school in Misamis Occidental, specifically at the junior high school level. In compliance with the Department of Education's (DepEd) resolution, the school is leading the implementation of the K–12 basic education curriculum, which encompasses junior and senior high school. The junior high school curriculum, which follows the Department of Education (DepEd) directive, covers grades 7 through 10, demonstrating the institution's commitment to providing its students with a comprehensive and up-to-date education.

## Respondents of the Study

The researcher selected 25 Grade 9 students as participants through purposive sampling. The selection was based on the following criteria: students enrolled in Grade 9 for the 2024–2025 school year, students who are perceived to be performing poorly, and students who provide their full consent to participate. Not all sections of the Grade 9 curriculum were included; only one block or section was selected for analysis. Prior to administering the survey, the researcher ensured that all these requirements would be fulfilled.

## Research Instruments

The researcher used the following instruments as tools in gathering the data:

**Economics Sectors Test (Pre-test-post-test).** The researcher developed this 40-item test to assess students' awareness of economic sectors. With a focus on the agricultural industry, it covers subjects from Araling Panlipunan 9, suitable for fourth-grade students. These topics cover a variety of challenges, issues, and developments within the specific industry. The principal, cooperating teacher, school head, and research adviser were among the experts with whom the researcher assessed the test to ensure its validity. With a different set of participants who were not part of the study, the researcher ran a pilot test and obtained a Cronbach's Alpha of 0.7. Both the pre-test and the post-test were administered using the same instrument.

This scale was used in determining the test performance.

Score	Grade Equivalent	Interpretation
34-40	90-100	Outstanding
31-33	85-89	Very Satisfactory
28-30	80-84	Satisfactory
24-27	75-79	Fairly Satisfactory
1-21	74 below	Did not meet expectation

**Lesson Plan.** The researcher developed a lesson plan that focused on teaching economic sectors. The cooperating teacher carefully reviewed it before implementation, and the researcher made revisions afterward. During the 2024–2025 academic year, the lesson was then taught to Grade 9 students at a public high school in Misamis Occidental.

## Data Collection

**Pre-Implementation Phase.** The researcher asked permission from the dean of the College of Education and, after being approved, requested permission to carry out the study from the cooperating teacher, the school principal, and the superintendent of the Schools Division. Only after obtaining all required permits did data collection begin. The lesson plans and PowerPoint presentations developed by the teachers served as the basis for preparing the assessments and activities.

**Implementation Phase.** The researcher used a collaborative judgment session strategy for presenting and discussing the lessons. The purpose, rules, and application of the collaborative judgment session strategy for the tasks and evaluations were explained in detail to the students. To determine the extent of the students' improvement in their knowledge of economic sectors, an assessment was administered one month after the intervention was implemented.

Post-Implementation Phase. As part of the post-implementation phase, a concluding step involves offering suggestions, editing, proofreading, and completing the research project. It also required that the research findings be disseminated appropriately to a specific demographic.

### **Ethical Considerations**

Creswell (2005) emphasized the importance of acting ethically when conducting research, whether that means treating participants with respect, providing accurate and comprehensive data, or taking into account other issues. Ethical researchers must be the first to conduct relevant, successful research. Therefore, the researcher must be aware of ethical issues to ensure the success of research projects.

Prior to conducting the study, permission was requested from the College of Education. Letters requesting their consent to participate in the study were sent to the participants. The participants received assurances that strict adherence to confidentiality is maintained in the collection, use, and presentation of data. For instance, to maintain confidentiality, all names have been changed. This process guaranteed the ethical and secure conduct of research involving human subjects.

### **Data Analysis**

The following statistical tools were employed with Minitab software:

Frequency and Percentage. Before and following the application of the Collaborative Judgment Session Strategy: These were used to gauge the students' awareness levels.

Mean and Standard Deviation. Prior to and following the application of the Collaborative Judgment Session Strategy: These were used to gauge the students' awareness levels.

Paired T-test. This tool was used to investigate the significant difference in students' awareness before and after using the Collaborative Judgment Session Strategy.

## **RESULTS AND DISCUSSIONS**

### **Students' Awareness of Economic Sectors Before the Implementation of the Collaborative Judgment Session Strategy**

Table 1 illustrates students' awareness of economic sectors prior to the implementation of the CJSS. The data reflect the overall distribution of student performance levels, providing insights into their prior knowledge of the topic.

The data clearly show that before the implementation of the Collaborative Judgment Session Strategy, the students' awareness was generally below the expected level. A majority of the students ( $n = 17$ , 68.00%) fell under the Fairly Satisfactory category, indicating only partial understanding of the lesson on economic sectors. Only a small portion ( $n = 4$ , 16.00%) performed at a Satisfactory level, showing a moderate but insufficient grasp of the content. Similarly, some students ( $n = 4$ , 16.00%) were classified as 'Did Not Meet Expectations,' which indicates a significant gap in foundational knowledge.

The overall performance score of 25.24 was classified as Fairly Satisfactory, indicating that the class as a whole had only a partial understanding of economic sectors prior to the intervention. This classification suggests that while some students grasped basic concepts, many were still unable to demonstrate a more profound understanding or practical application of the material.

These findings imply a widespread need for more effective teaching strategies. Araling Panlipunan teachers should consider using more interactive, student-centered approaches, such as the Collaborative Judgment Session Strategy, to foster deeper engagement and critical thinking. School administrators can support these efforts by providing professional development on active learning techniques and collaborative learning.



Collaborative learning fosters a shared understanding and skill development through student interaction, resulting in deeper learning (Herrera-Pavo, 2021). Many educators implement strategies such as cooperative activities and inquiry-based methods to enhance engagement and participation in Social Studies, making the subject more appealing to students (Baldado et al., 2023).

To address these learning gaps, teachers are encouraged to adopt collaborative strategies that actively engage students in group tasks, peer discussions, and decision-making activities. These approaches not only enhance awareness but also promote teamwork and critical thinking skills, which are essential for mastering complex Social Studies topics. School administrators can support these efforts by providing professional development focused on collaborative teaching methods. Strengthening these practices can create a more comprehensive learning environment that addresses the challenges revealed by the initial performance data.

**Table 1. Students' Awareness of Economic Sectors Before the Implementation of the Collaborative Judgement Session Strategy**

<b>Performance</b>	<b>Frequency</b>	<b>Percentage</b>
Satisfactory	4	16.00
Fairly Satisfactory	17	68.00
Did not Meet the Expectation	4	16.00
Overall Performance	25.24 – Fairly Satisfactory	

Note: Performance Scale: 36-40 (Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27 (Fairly Satisfactory); 1-23 (Did not Meet Expectation)

### **Students' Awareness of Economic Sectors After the Implementation of the Collaborative Judgment Session Strategy**

Table 2 shows students' awareness of economic sectors after the implementation of the CJSS. The data reflect the overall distribution of student performance levels, providing insights into the effectiveness of the intervention.

The data clearly show that following the implementation of the Collaborative Judgment Session Strategy, students' awareness of economic sectors exceeded the expected level. A large majority of the students ( $n = 20$ , 80.00%) fell under the Outstanding category, indicating a comprehensive understanding and mastery of the lesson on economic sectors. A smaller portion ( $n=5$ , 20.00%), performed at a Very Satisfactory level, demonstrating strong but slightly less thorough understanding of the material. No students were classified as Satisfactory, Fairly Satisfactory, or Did Not Meet Expectations, which underscores the uniform success of the strategy across the entire class.

The overall performance score of 36.44 was classified as Outstanding, indicating that the class, as a whole, demonstrated a strong understanding of the lesson that exceeded the expected level. This classification confirms that the Collaborative Judgment Session Strategy effectively enhanced students' conceptual grasp and ability to apply knowledge from the economic sector.

Collaborative learning fosters critical life skills and improves students' comprehension of the material. Teachers can plan, implement, and assess student progress using a practical framework provided by a design-for-learning approach. When combined, these strategies enable educators to create cooperative learning spaces, overcome challenges, and develop successful learning assignments (Smucker & Nuss, 2022). Students who can collaborate effectively in the classroom will be better prepared for success in their careers, where teamwork is a crucial component. By engaging in well-designed learning activities, students not only learn collaboratively but also develop the skills necessary to organize and complete group tasks (Salmos, 2023).

These findings suggest that interactive, collaborative learning has a significant impact on student engagement and understanding. Araling Panlipunan teachers should continue to employ and refine the Collaborative Judgment Session Strategy by introducing sector-based role rotations or cross-group evaluations to maintain

momentum. School administrators may support ongoing success by facilitating peer-observation sessions, sharing best practices, and providing resources for more advanced simulations.

Table 2. Students' Awareness of Economic Sectors After the Implementation of the Collaborative Judgment Session Strategy

Performance	Frequency	Percentage
Outstanding	20	80.00
Very Satisfactory	5	20.00
Overall Performance	36.44 – Outstanding	

Note: Performance Scale: 36-40 (Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27 (Fairly Satisfactory); 1-23 (Did not Meet Expectation)

### Significant Difference in Students' Awareness of Economic Sectors Before and After the Implementation of the Collaborative Judgment Session Strategy

Table 3 shows the significant difference in students' awareness of economic sectors before and after using the Collaborative Judgement Session Strategy. The results provide a statistical comparison of students' awareness of economic sectors before and after the intervention.

A highly significant difference was observed between the students' awareness of economic sectors before and after the implementation of the Collaborative Judgment Session Strategy ( $t = 18.09$ ,  $p = 0.000$ ). Before the intervention, students had a mean score of ( $M = 25.24$ ,  $SD = 2.047$ ), which reflects a generally low level of awareness and falls within the Fairly Satisfactory category. After the intervention, the mean score increased substantially to ( $M = 36.44$ ,  $SD = 2.785$ ), placing students within the Outstanding awareness level.

Collaborative judgment activities can enhance group dynamics by encouraging students to become acquainted with one another before class, helping them form suitable groups and apply their strengths in collaborative learning. This approach positively influences team engagement, the discussion environment, and overall efficiency. Furthermore, diverse learning tasks within these activities can foster students' creativity, empathy, and mutual learning (Cheng et al., 2021). Collaborative learning is an effective strategy for enhancing students' academic achievement. It encourages active interaction and teamwork, leading to improved learning outcomes (Almonia, 2024). Ongoing use of collaborative learning methods, embedding key skill-building in the curriculum, boosting students' self-confidence and peer interactions, and creating a positive, nurturing classroom atmosphere all contribute to improved student performance (Palisbo et al., 2025).

Overall, adopting interactive and collaborative educational tools, such as the Collaborative Judgment Session Strategy, can lead to improvements in student performance, particularly in Araling Panlipunan. These strategies make learning more engaging and meaningful, making them valuable additions to teaching practices in the subject.

Educators are encouraged to integrate structured, judgment-based collaborative activities throughout the curriculum to sustain engagement, deepen critical thinking, and bolster content retention. Likewise, school leaders should support these initiatives by providing targeted professional development, allocating resources for collaborative learning, and facilitating opportunities for peer collaboration and mentorship.

Table 3. Significant Difference in Students' Awareness of Economic Sectors Before and After the Implementation of the Collaborative Judgment Session Strategy

Variables	M	SD	T value	P value
Students' Awareness of Economic Sectors Before the Implementation of CJSS	25.24	2.047	18.09***	0.000
Students' Awareness of Economic Sectors After the Implementation of CJSS	36.44	2.785		

Note: \*\*\*  $p < .001$  (Highly Significant); \*\* $p \leq 0.01$  (Highly Significant); \* $p < 0.05$  (Significant);  $p > 0.05$  (Not significant)

## SUMMARY AND FINDINGS

### Summary

The study was conducted to enhance the awareness of grade 9 students about economic sectors using the Collaborative Judgment Session Strategy during the academic year 2024-2025 in a secondary public school in Ozamiz City. The researcher employed a single-group pretest-posttest research design, selecting 25 students through purposive sampling. In data collection, a researcher-made test was used, and mean, standard deviation, and a paired t-test were utilized for data analysis. Specifically, the objectives of the study were to: (1) determine the students' awareness before the implementation of the Collaborative Judgment Session Strategy (2) determine the students' awareness after the implementation of the Collaborative Judgment Session Strategy, and (3) identify a significant difference in students' awareness before and after the implementation of the Collaborative Judgment Session Strategy.

### FINDINGS

The following were the key findings of the study:

1. Several students displayed a reasonably satisfactory level of awareness, while a few some showed a satisfactory level, while others did not meet the expectations before implementing the Collaborative Judgment Session Strategy.
2. The students' awareness improved significantly after the implementation of the Collaborative Judgment Session Strategy demonstrated an outstanding level of awareness, with the majority showing a very satisfactory level, and the overall performance fell into the outstanding category.
3. The study presented that the difference in students' awareness before and after the implementation of the Collaborative Judgment Session Strategy was highly significant.

## CONCLUSION AND RECOMMENDATIONS

### Conclusions

Based on the findings, the following conclusions are drawn:

1. The Araling Panlipunan subject faces problems in terms of student awareness of economic sectors and can significantly affect performance and engagement in the subject. Effective learning can be achieved by first enhancing student awareness through learner-centered approaches and collaborative activities.
2. Collaborative Judgment Session Strategy enhances student awareness and improves their understanding of economic sectors. It also helps students achieve essential life skills, such as communication and collaboration skills, which can be used in understanding real-world economic issues.
3. Collaborative Judgment Session Strategy is beneficial in the Araling Panlipunan subject, proving to be an effective strategy for enhancing students' awareness of economics. It fosters a deeper understanding and encourages active participation in economic discussions.

### RECOMMENDATIONS

Based on the findings and conclusions, it is recommended that:

1. Araling Panlipunan teachers adopt collaborative strategies that actively engage students participating in group tasks, peer discussions, and decision-making activities that enhance their understanding of key concepts across various lessons.
2. Teachers facilitate collaborative activities by guiding group interactions, encouraging equal participation and creating opportunities for meaningful discussions that enhance their understanding of the lesson.
3. School administrators support collaborative teaching by providing professional development and necessary classroom resources to promote a more dynamic and student-centered learning environment.



4. Students apply their awareness from classroom lessons to real-life situations by engaging in meaningful discussions, making informed choices, and connecting what they have learned to their daily experiences and community involvement.
5. Future researchers may research the effectiveness of the Collaborative Judgment Session Strategy in other subjects.

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