Effects of Experiential Learning Strategy on Learner's Performance in Araling Panlipunan

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ABSTRACT

The integration of innovative teaching strategies is crucial in enhancing students' understanding and performance in Social Studies subjects such as Araling Panlipunan. With the goal of improving learning outcomes, this study was conducted to find the major effect of an Experiential Learning Strategy on students' academic performance at Indahag National High School. Specifically, this aims to find the learners' performance in Araling Panlipunan pretest and posttest; examine the learner's attitude towards Araling Panlipunan; compare the learner's performance in Araling Panlipunan Pretest and Posttest of the experimental and control group and determine the significance effect of Experiential Learning Strategy on learners' performance in Araling Panlipunan. A quasi-experimental research design was employed, with ninety-two (92) respondents; forty-six (46) experimental and control group using purposive sampling technique. The used of pre- and post-test assessments were primary data collection complemented by attitude survey. Data were analyzed using regression analysis to determine the statistical significance of the intervention's effect and descriptive statistics such as frequency, percentage mean and SD.

The findings of this study, provides evidence for the effectiveness of Experiential Learning Strategies in enhancing learners' performance in Araling Panlipunan. The Teachers at Indahag National High School need to consider incorporating more experiential learning activities into their Araling Panlipunan instruction. Teachers should include role-playing, debates, and community engagement projects to allow students to experience and reflect on social issues firsthand. School administrators should provide teachers with training on experiential learning strategies to ensure effective implementation.

Keywords: experiential learning, strategy, performance in Araling Panlipunan

1. INTRODUCTION

Background of the Study

The global concept of the effects of experiential learning strategy on learners' performance in Araling Panlipunan emphasizes that experiential learning strategy involves deep learning about using a number of activities from reading and experimenting to role-playing and discussing. Moreover, this method helps students to truly understand what they are learning by having them apply and discuss issues which involves evaluation and critical thinking skills.

The concept and method of experiential learning are utilized by educators to intentionally include students in firsthand experience and concentrated reflection with the aim of expanding knowledge, enhancing skills, and clarifying values. Experience-based learning is also known as

learning by doing, learning through action, learning through experience, and learning through inquiry and discovery. Experience-based learning is not a novel idea in college education. The idea of experiential education by Dewey, which emphasizes learning by doing, or experiential learning, is based on the notion that the greatest way to learn is to actually have experiences. These experiences will linger in your memory and aid in the retention of knowledge and facts. As a result, one of the most important things teachers can do is to give students opportunity to engage in experiences related to the material they are studying. Instructors can assist in setting up situations where students can experience and learn simultaneously. The core of experiential learning is learning from the process, even though topic knowledge is also vital. In order to evaluate the intervention's efficacy in terms of achieving the desired learning objectives, the researcher undertook it.

Abbas, (2021) pointed out that in order for the experiential learning strategy to be effective, the activities should be linked with the lessons and subject matters to be conducted in accordance with the students' interests and based on the curriculum. The role of the teacher for this strategy is a facilitator. This means, putting the learner at the center and involving them in every decision making.

As such, there is a need to conduct a study on the effects of experiential learning on learners' performance in Araling Panlipunan. One of the problems that Indahag National High School students have been facing for a long time is their performances in Araling Panlipunan. Furthermore, it was indicated in the Curriculum Management Support System (CMSS) that Indahag National High School students got a poor performance in Araling Panlipunan among all other subjects. It has been observed that students' lack of interest in this subject is caused by their bad study habits, loss of focus in class, lack of motivation to learn, and lack of preparation for assignments. In order to arrive at a solution to this problem, the researcher opted to introduce an experiential learning strategy in teaching Araling Panlipunan (Economics subject) to ignite students' interest of the subject and to improve their performance.

Similarly, students from Indahag National High School performed noticeably worse on the 2022 Curriculum Management Support System (CMSS) Araling Panlipunan results. This suggests a significant disparity in their knowledge and proficiency of the subject, which is essential for evaluating learning results. However, the CMSS results showed that students at Indahag National High School did not perform well in Araling Panlipunan. This implies that students' difficulties in this topic are represented in both their ordinary academic performance and on standardized examinations.

In line with this issue, this study is conducted to find the effects of Experiential Learning Strategy on learners' performance in Araling Panlipunan at Indahag National High School, School Year 2023-2024.

Literature and Related Studies

This section discusses literature and studies from books, journals, research papers, and other sources that are relevant to the current subject. These serve as the foundation of the study and tentative answers on solutions to the problem. It includes concepts on Experiential Learning strategy as well as the learner's performance in Araling Panlipunan.

Experiential Learning Strategy

Experiential learning fosters intrinsic motivation, metacognition, and self-directed learning (Helle et al., 2020; Hmelo-Silver, 2021). It emphasizes students' ability to plan, reflect, and apply strategies to solve problems. Active and student-centered approaches are central, with Chickering and Gamson (2020) identifying active learning as a best practice and Dewey (Shah & Kumar, 2020) advocating for experiences tied to students' interests and daily lives (Cook, 2020). This promotes critical thinking, ownership of learning, and deeper engagement (Searles, 2022; Abbas et al., 2019).

In subjects like Araling Panlipunan, students often find lectures uninteresting (Press Reader, 2021). Engagement improves when teachers adopt interactive and relevant methods—storytelling, case studies, simulations, multimedia, and inquiry-based learning (Ofiaza, 2022; Adipat et al., 2021; Abdulrahman et al., 2020; Miguel, 2022). Motivation is strongly shaped by teacher delivery and real-world relevance (Brown, 2019; Ozerk, 2020).

Despite benefits, implementation challenges include rigid curricula, exam pressures, peer influence, and classroom management issues (Gouedard et al., 2020). Still, experiential strategies prove effective across disciplines—urban planning (Bertolini, 2021), health care (Bauque et al., 2020), sciences (Pherson-Geyser et al., 2020), design foresight (Luca et al., 2022), medicine (Choi et al., 2022), foreign language (Chen, 2020), and social work (Roberson, 2019)—enhancing knowledge, skills, and long-term achievement.

Moreover, experiential learning supports well-being and life satisfaction (Datu & Bernardo, 2020; Supervía & Bordás, 2019), creativity (Esola & Lee, 2022), empathy and intercultural competence (Garcia-Portillo et al., 2019; Abbas, 2021), and effective use of digital tools and simulations (Sutirman et al., 2019; Xiu Lan et al., 2022).

Overall, experiential learning integrates relevance, reflection, and interaction, creating a student-centered approach that improves academic outcomes, psychological growth, and readiness for an evolving world.

Performance in Araling Panlipunan

The Curriculum Management Support System (SY 2022–2023) reported that Araling Panlipunan was among the lowest-performing subjects. At Indahag National High School, Grade 9 quarterly reports showed mostly fairly satisfactory and satisfactory marks, with very low scores in the first two examinations despite teachers' use of modern technology. Performance was affected by lack of student interest, teaching strategies, and difficulty in topics such as production, business organizations, demand and supply, and elasticity computations. These factors contributed to poor achievement in Araling Panlipunan.

This literature shows the need to refine teaching strategies—particularly experiential learning—to improve performance. It highlights the relevance of studying its effects on students' learning, attitudes, and thought processes.

2. Objectives

The study aimed to determine how **experiential learning** affects Grade 9 students' performance in Araling Panlipunan at Indahag National High School (SY 2023–2024). Specifically, it sought to:

1. Assess learners' pretest and posttest performance in experimental and control groups.
2. Examine learners' attitudes toward Araling Panlipunan.
3. Determine significant differences in performance and attitudes between groups.
4. Evaluate the overall effect of experiential learning on student performance.

Theoretical Framework

The study is anchored on Kolb's Experiential Learning Theory (1984), which views learning as a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Learning may begin at any point in the cycle but requires all stages for transformation of experience into knowledge. Based on Dewey, Piaget, and Lewin, Kolb emphasizes that experience motivates learning through reflection and application to new contexts.

Conceptual Framework

The independent variable is the Experiential Learning Strategy (ELS), introduced to the experimental group for 13 weeks (January–April 2024), covering second-quarter topics such as markets, economic flow, savings, consumption, and fiscal and monetary policies. Test items, based on MELCs, self-learning modules, and textbooks, measured performance.

The dependent variables are learners' performance (via 50-item pretest and posttest) and attitudes toward Araling Panlipunan. ELS was applied through role-playing, projects, discussions, reflection, and journal writing, aligned with Kolb's cycle to deepen understanding.

The framework assumes that ELS improves performance and attitudes, with pretests as baseline measures and posttests as indicators of learning gains. Data gathered from Grade 9 students were assumed valid for evaluating the intervention's effectiveness.
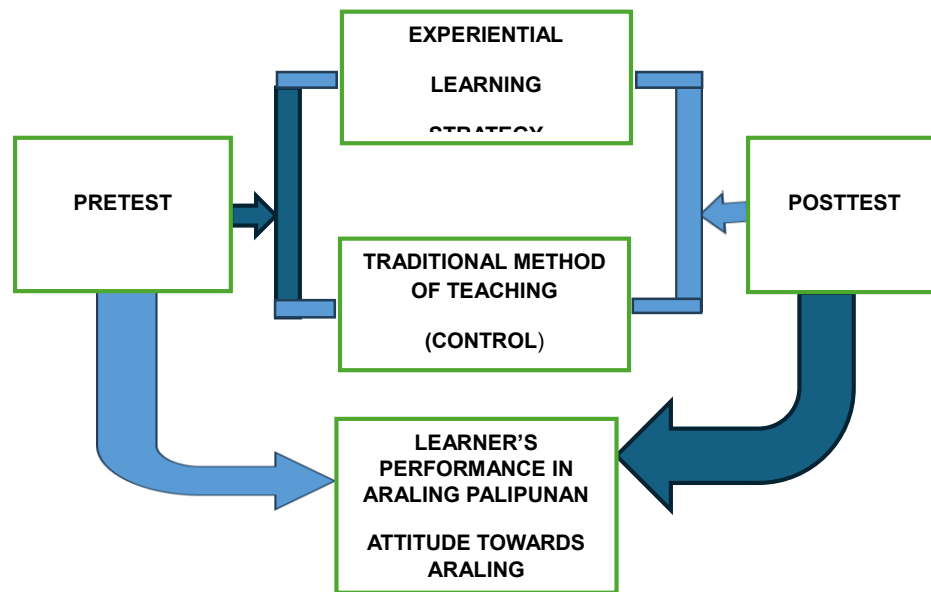
Figure 1 The Schematic Presentation showing the Relationship between the Independent and Dependent Variables of the Study

Statement of the Problem

This study aimed to determine the effect of the Experiential Learning Strategy (ELS) on the performance of Grade 9 students in Araling Panlipunan at Indahag National High School, Cagayan de Oro City Division, SY 2023–2024. Specifically, it sought to answer the following:

1. What is the performance level of learners in the pretest of the experimental and control groups?

2. What is the performance level of learners in the posttest of the experimental and control groups?

3. What is the learners' attitude toward Araling Panlipunan?

4. Is there a significant difference in the pretest performance of the experimental and control groups?

5. Is there a significant difference in the posttest performance of the experimental and control groups?

6. Does the Experiential Learning Strategy have a significant effect on learners' performance in Araling Panlipunan?

Hypotheses

Problems 1, 2, and 3 are hypothesis-free. Based on Problems 4, 5, and 6, the following null hypotheses were tested at the 0.05 level of significance:

- Ho1: There is no significant difference in the pretest performance of the experimental and control groups.

- Ho2: There is no significant difference in the posttest performance of the experimental and control groups.

- Ho3: The Experiential Learning Strategy has no significant effect on learners' performance in Araling Panlipunan.

Significance of the Study

This study is important as it sought to determine the effects of the Experiential Learning Strategy on learners' performance in Araling Panlipunan at Indahag National High School, Division of Cagayan de Oro City, for School Year 2023–2024. The findings of this study are beneficial to the following:

- **School Heads.** The results may serve as a basis in seeking more effective teaching strategies to improve both teachers' instruction and the overall school performance.

- **Teachers.** The study will help teachers identify appropriate approaches to support learners in Araling Panlipunan. It will also make them realize the importance of using experiential strategies to enhance teaching and learning.

- **Students.** This research will assist learners in improving their performance in Araling Panlipunan, enabling them to gain more knowledge and apply competencies through experiential learning.

- **Parents.** The findings will increase parents' awareness of the importance of spending quality time with their children, encouraging them to study harder, perform better in school, and apply learned skills in real-life situations.

- **Future Researchers.** This study may serve as a reference for future investigations with a wider scope and additional variables to validate and expand the results.

Scope and Limitations

This study focused on the effects of the Experiential Learning Strategy on learners' performance in Araling Panlipunan at Indahag National High School, Division of Cagayan de Oro City, School Year 2023–2024. The respondents were ninety-two (92) Grade 9 students from Sections Gold (46) and Titanium (46), which served as the experimental and control groups.

The independent variable was limited to the use of the Experiential Learning Strategy in Araling Panlipunan. The dependent variables were restricted to learners' performance in the subject and their attitude toward Araling Panlipunan 9. The study covered three (3) months of investigation, equivalent to thirteen (13) weeks during the school year mentioned.

Definition of Terms

For clarity and better understanding, the following terms are defined operationally:

- **Araling Panlipunan.** Refers to a subject within the field of social sciences, such as economics, history, geography, anthropology, or politics.

- **Attitude towards Araling Panlipunan.** Refers to the elements that affect students' perception, interest, and level of engagement in the subject.

- **Control Group.** Refers to the group of learners who did not receive the treatment and were exposed to traditional methods of teaching.

- **Experiential Learning Strategy.** Refers to a teaching approach that allows students to deepen their understanding and transfer knowledge to real-life situations through various activities.

- **Experimental Group.** Refers to the group of learners who received the treatment under investigation (Experiential Learning Strategy).

- **Performance in Araling Panlipunan.** Refers to learners' academic achievement, specifically how well they understand and apply knowledge in the subject.

- **Pretest.** Refers to the test administered to both experimental and control groups before implementing the treatment.

- **Posttest.** This refers to a test administered to the group: experimental and control after the treatment is introduced.

3. METHODOLOGY

This section presents the methods and procedures employed in the study. It includes the research design, setting, respondents, sampling approach, data gathering procedures, scoring system, research tools, and statistical treatment used in analyzing the data collected.

Research Design

This study utilized a quasi-experimental research design, which seeks to determine the cause-and-effect relationship between an independent and a dependent variable. In this design, a controlled experimental factor is subjected to a special treatment for comparison with another factor that remains constant.

The study involved two groups of respondents: the experimental group and the control group. The experimental group was exposed to the Experiential Learning Strategy, which required learners to engage in group activities inside and outside the classroom, allowing them to reflect on their actions, thought processes, and emotional responses. Meanwhile, the control group continued using the conventional teaching method.

Research Setting

The study was conducted at Indahag National High School, located in Indahag, Cagayan de Oro City, Division of Cagayan de Oro, during School Year 2023–2024.

Indahag National High School is a public secondary school situated in the southern part of Cagayan de Oro City. Established in 1972, it has a student population of approximately 1,800 and employs 65 teachers, including the principal and administrative staff. The school implements the K to 12 Curriculum and offers both academic and technical-vocational strands at the Senior High School level, such as Cookery, SMAW, ICT, and Dressmaking. It has a total land area of about one hectare.

In previous years, particularly during the pandemic, the school adopted distance learning modalities, such as modular and bichronous (modular and online) approaches. However, learners in Araling Panlipunan were observed to struggle, often finding the subject challenging and less engaging. This study was

therefore conducted among Grade 9 learners of Indahag National High School, as the researcher is currently assigned in the school and handling Araling Panlipunan 9. The purpose was to address the learners' low performance in the subject by introducing an alternative teaching strategy that could make learning more meaningful, practical, and enjoyable.

Source: https://www.google.com/

Figure 2 Location Map of the Study

Research Respondents

The respondents of the study were Grade 9 students of Indahag National High School, South District, Division of Cagayan de Oro City. Out of the total population of one hundred nineteen (119) Grade 9 students, ninety-two (92) learners were selected as participants. These were divided equally into two groups: the control group (46 students, Section Titanium) and the experimental group (46 students, Section Gold).

The experimental group was exposed to the Experiential Learning Strategy, while the control group continued using the traditional teaching method. The sections were chosen since they were under the teaching load of the researcher in Araling Panlipunan 9, making the intervention practical and manageable.

Sampling Technique

From the total population of one hundred nineteen (119) Grade 9 students, ninety-two (92) students aged 16 to 18 were chosen using purposive sampling. The selection focused on two sections with comparable characteristics to ensure validity in comparing the effects of the intervention.

Research Instrument

Two instruments were used for data collection:

1. Achievement Test. A 50-item test in Araling Panlipunan 9, patterned and modified from the Department of Education's Self-Learning Modules (SLMs) and the Araling Panlipunan textbook based on the Most Essential Learning Competencies (MELCs). Some items were revised to avoid familiarity bias, since the modules had been used for more than two years. The test covered eight topics from Module 9 for thirteen (13) weeks, corresponding to the 2nd and 3rd grading periods (January 17 to April 29, 2024).

2. Attitude Scale. A researcher-made 15-item Likert scale questionnaire designed to measure learners' attitudes toward Araling Panlipunan. It used a four-point scale: 4–Strongly Agree, 3–Agree, 2–Disagree, and 1–Strongly Disagree.

Validity and Reliability of Instruments

To ensure content validity, the instruments were evaluated by three Araling Panlipunan teachers with at least eight years of teaching experience in both Junior and Senior High School. The tools were then pilot-tested on thirty (30) Grade 9 students from the same school who were not part of the actual respondents.

The results of the pilot test were analyzed using Cronbach's Alpha to establish reliability. The achievement test yielded a reliability coefficient of 0.81, while the attitude scale yielded 0.72, both of which are above the accepted 0.70 threshold for social science research (Mat Nawi et al., 2020). Hence, the instruments were deemed valid and reliable for the study.

Data Gathering Procedure

The following steps were undertaken in data collection:

1. Approval of Permit. Formal approval to conduct the study was secured from the Dean of the Graduate School, the Schools Division Superintendent of Cagayan de Oro City, the District Supervisor, and the Principal of Indahag National High School.

2. Pretest Administration. Both groups were given a pretest using the validated 50-item instrument. Instructions were explained before administration, and ample time was given to complete the test. Results were checked, tabulated, and recorded.

3. Treatment Implementation. For thirteen (13) weeks, the experimental group was taught using the Experiential Learning Strategy, which included activities such as role-playing, open-ended discussions, art projects, speeches (talumpati), reflections, journals, and group presentations. Meanwhile, the control group continued with the traditional lecture method.

4. Posttest Administration. After the completion of the intervention, both groups were given the same 50-item test as the posttest. The results were collected, scored, and tabulated for statistical analysis.

System of Scoring

1. **Performance in Araling Panlipunan** (DepEd Order No. 8, s. 2015):

Rating	Description/Interpretation
90–100	Outstanding
85–89	Very Satisfactory
80–84	Satisfactory
75–79	Fairly Satisfactory
Below 75	Did Not Meet Expectation

2. **Attitude toward Araling Panlipunan:**

Scale	Range	Description	Interpretation
4	3.51–4.00	Strongly Agree	Very Positive
3	2.51–3.50	Agree	Positive
2	1.76–2.50	Disagree	Negative
1	1.00–1.75	Strongly Disagree	Very Negative

Statistical Treatment

The following statistical tools were employed:

- Descriptive Statistics (frequency, percentage, mean, and standard deviation) – to summarize the data.

- t-test and f-test – to determine the significant difference in the performance of the control and experimental groups in the pretest and posttest.

- Regression Analysis – to examine the significant effect of the Experiential Learning Strategy on learners' performance in Araling Panlipunan.

4. RESULTS AND DISCUSSION

This section presents the findings on the effects of the **Experiential Learning Strategy (ELS)** on learners' performance in Araling Panlipunan at Indahag National High School, Division of Cagayan de Oro City, for School Year 2023–2024. Results are organized in tables for clarity and easier interpretation.

Results:

Problem 1: What is the performance level of the learners in Araling Panlipunan pretest conducted to the experimental and control group?

Table 1

Distribution of the Learners Level of Performance in Araling Panlipunan Pretest of the Experimental and Control

Level of Performance	Experimental		Control	
	Frequency	Percentage	Frequency	Percentage
Outstanding (90%-100%)	1	2.17	0	0.00
Very Satisfactory (85%-89%)	5	10.87	2	4.35
Satisfactory (80%-84%)	8	17.39	6	13.04
Fairly Satisfactory (75%-79%)	7	36.96	26	56.52
Did not Meet Expectations (Below 75%)	15	32.61	12	26.09
Total	**46**	**100.00**	**46**	**100.00**
Mean	**67.52**		**66.15**	
SD	**5.48**		**4.18**	

Legend:

90-100	Outstanding	75-79	Fairly Satisfactory
85-89	Very Satisfactory	Below 75	Did not Meet Expectation
80-84	Satisfactory		

Table 1 presents the pretest performance of learners in Araling Panlipunan. In the experimental group, the highest frequency was 17 students (36.96%) at the Fairly Satisfactory level (75%–79%), indicating that most had foundational knowledge but lacked mastery. This highlights the need for interventions, such as experiential learning, to bridge the gap between moderate and higher performance levels (Castilla, 2019).

Only one student (2.17%) in the experimental group achieved Outstanding performance. This low proportion suggests that initial achievement levels were generally modest, reinforcing the need to both support struggling learners and provide enrichment for advanced students through differentiated instruction (Bernardo et al., 2022). The group mean of 67.52 (SD=5.48) falls under Did Not Meet Expectations, confirming a low baseline that calls for instructional improvement.

Similarly, the control group had most learners (26 or 56.52%) at the Fairly Satisfactory level, showing comparable struggles in meeting expectations. Like the experimental group, its mean score of 66.15

(SD=4.18) was also in the Did Not Meet Expectations category. The absence of Outstanding performers further illustrates the limitations of traditional teaching methods in elevating achievement.

Overall, both groups started with low and nearly identical baseline scores, strengthening the validity of comparing posttest results and demonstrating the need for more engaging strategies such as experiential learning.

Problem 2. What is the performance level of the learners in the Araling Panlipunan posttest conducted to the experimental and control group?

Table 2

Distribution of the Learners Level of Performance in Araling Panlipunan Posttest of the Experimental and Control Groups

Level of Performance	Experimental Frequency	Percentage	Control Frequency	Percentage
Outstanding (90%-100%)	**6**	13.04	0	0.00
Very Satisfactory (85%-89%)	4	8.70	3	6.52
Satisfactory (80%-84%)	14	30.04	5	10.87
Fairly Satisfactory (75%-79%)	10	21.74	19	41.30
Did not Meet Expectations (Below 75%)	12	26.09	19	41.30
Total	**46**	**100.00**	**46**	**100.00**
Mean	**81.04 Satisfactory**		**72.46 Did not Meet Expectation**	
SD	**7.71**		**6.11**	

Legend:

90-100	Outstanding	75-79	Fairly Satisfactory
85-89	Very Satisfactory	Below 75	Did not Meet Expectation
80-84	Satisfactory		

Table 2 presents the posttest performance of learners in Araling Panlipunan. In the experimental group, the highest frequency was 14 students (30.43%) in the Satisfactory category, showing that the Experiential Learning Strategy (ELS) effectively raised a significant number of learners to higher performance levels. Six students (13.04%) reached Outstanding and four (8.70%) reached Very Satisfactory, indicating that while most remained in mid-level performance, the strategy also fostered excellence for some learners (Dewi, 2025). The experimental group's mean improved to 81.04

(SD=7.71), a Satisfactory rating, marking a clear shift from their pretest performance of Did Not Meet Expectations.

In contrast, the control group's highest frequencies remained in the Fairly Satisfactory and Did Not Meet Expectations categories, each with 19 students (41.30%). No student achieved Outstanding, and the group mean was 72.46 (SD=6.11), still below the passing mark. This shows that **traditional instruction was insufficient** to significantly raise achievement levels, as many learners continued to struggle (Ajijun et al., 2025).

The comparison highlights the **effectiveness of ELS** in improving performance compared to conventional methods. As Johnson and Johnson (2019) note, experiential approaches enhance engagement and achievement in social studies, which is evident in the experimental group's significant posttest gains.

Table 3

Summary Distribution of the Learners Level of Performance in Araling Panlipunan Pretest and Posttest of Experimental and Controlled group

Level of Performance	Pretest Mean	SD	Description/ Interpretation	Posttest Mean	SD	Description/ Interpretation
Experimental	67.52	5.48	Did not meet Expectation	81.04	7.71	Satisfactory
Control	66.15	4.18	Did not Meet Expectation	72.46	6.11	Did not Meet Expectation
Overall	**67.13**	**4.83**	**Did not meet Expectation**	**76.75**	**6.91**	**Fairly Satisfactory**

Legend:

90-100 Outstanding	75-79 Fairly Satisfactory
85-89 Very Satisfactory	Below 75 Did not meet expectation
80-84 Satisfactory	

Table 3 shows that the experimental group's pretest mean was 67.52 (SD=5.48), categorized as Did Not Meet Expectations. This reflects significant knowledge gaps and highlights the need for effective instructional strategies (Bernardo, 2022). The control group also scored low, with a mean of 66.15 (SD=4.18), showing that both groups began at similar baseline levels—important for ensuring valid comparison (Castilla, 2019). The overall pretest mean of 67.13 (SD=4.83) confirms that most students lacked sufficient understanding prior to instruction.

After the intervention, the experimental group's mean increased to 81.04 (SD=7.71), reaching the Satisfactory level. This significant jump demonstrates the effectiveness of the Experiential Learning

Strategy (ELS) in improving comprehension and retention, consistent with findings of Diestro (2022) and Johnson & Smith (2020).

In contrast, the control group's posttest mean rose slightly to 72.46 (SD=6.11) but remained in Did Not Meet Expectations. This limited progress underscores the inadequacy of traditional methods alone (Rougeaux-Burnes, 2020).

The overall posttest mean of 76.75 (SD=6.91), categorized as Fairly Satisfactory, shows that instruction improved performance in general, but experiential learning led to more substantial gains. This supports the conclusion that ELS not only closed learning gaps but also raised achievement levels more effectively than conventional strategies (Davis-Berman, 2020).

Problem 3: What is the learners' attitude towards Araling Panlipunan?

Table 4

Distribution of the Respondent's Attitude towards Araling Panlipunan Experimental Group

Indicator	Mean	SD	Description
Araling Panlipunan is my favorite subject in the grade where I am.	2.71	0.88	Agree
I get life applications or lesson from Araling Palipunan.	2.94	0.95	Agree
Araling Panlipunan helps me determine how society uses its limited resources.	2.55	0.87	Agree
I am very interested to learn Araling Panlipunan subject.	3.05	0.99	Agree
Araling Panlipunan helps me think of an action,idea and discovery that impacts how well we live.	2.52	0.94	Agree
I like the lessons taught in Araling Panlipunan	2.81	0.95	Agree
I participate in class discussions and group activity	2.95	0.95	Agree
Araling Panlipunan helps me prepare my future goal in life.	2.68	0.97	Agree
I feel confident in my decision-making through Araling Panlipunan.	2.82	0.93	Agree
I learn how to manage the household affairs in Araling Panlipunan.	2.64	0.70	Agree
I like to read Araling Panlipunan book before our teacher discusses the topic.	2.63	0.70	Agree
I am happy to submit my project and journal ahead of time in Araling Panlipunan.	2.92	0.90	Agree
I express my opinions, ideas and beliefs in class.	2.78	0.83	Agree
I feel satisfied with the learning that I have in Araling Panlipunan.	2.85	0.97	Agree
Araling Panlipunan subject helps me think outside the box.	2.96	0.94	Agree
Overall	**2.79**	**0.84**	**Agree**

Legend:

3.26 – 4.00	Strongly Agree/Very Positive	1.76 – 2.50	Disagree/Negative
2.51 – 3.25	Agree / Positive	1.00 – 1.75	Strongly Disagree/Very Negative

Table 4 shows the experimental group's overall mean attitude towards Araling Panlipunan as 2.79 (SD=0.84), described as Agree or Positive. This indicates that students generally hold a favorable view of the subject, making them more receptive to learning and engagement. Such a positive disposition, likely influenced by the Experiential Learning Strategy (ELS), provides a strong foundation for improved performance (Diestro, 2023).

The highest-rated indicator was "I am very interested to learn Araling Panlipunan" with a mean of 3.05 (SD=0.84), reflecting strong student interest. High interest predicts deeper engagement, active participation, and better outcomes, consistent with Deci and Ryan's (2019) Self-Determination Theory, which stresses the role of intrinsic motivation in learning.

The lowest-rated item, "Araling Panlipunan helps me think of an action, idea, and discovery that impacts how well we live" had a mean of 2.52 (SD=0.44). While still positive, it suggests that students perceive less direct connection between the subject and real-world problem-solving. This highlights the need for more project-based or case-study approaches to show how Araling Panlipunan fosters innovation and societal contributions (Ocampo, 2022).

Table 5
Distribution of the Respondent's Attitude towards Araling Panlipunan (Control Group)

Indicator	Mean	SD	Description
Araling Panlipunan is my favorite subject in the grade where I am	2.60	0.54	Agree
I get life applications or lesson from Araling Palipunan.	2.65	0.51	Agree
Araling Panlipunan helps me determine how society uses its limited resources.	2.74	0.46	Agree
I am very interested to learn Araling Panlipunan subject.	2.71	0.50	Agree
AP helps me think the significance of an action, idea and discovery that impacts how well we live	2.69	0.50	Agree
I like the lessons taught in Araling Panlipunan.	2.69	0.49	Agree
I participate in class discussions	2.77	0.46	Agree

and group activity.

Araling Panlipunan helps me prepare my future goal in life.	2.79	0.44	Agree
I feel confident in my decision-making through Araling Panlipunan	2.77	0.47	Agree
I learn how to manage the household affairs in Araling Panlipunan.	2.67	0.50	Agree
I like to read Araling Panlipunan book before our teacher discusses the topic.	2.51	0.60	Agree
I am happy to submit my project and journal ahead of time in Araling Panlipunan	2.50	0.61	Agree
I express my opinions, ideas and beliefs in class.	2.55	0.58	Agree
I feel satisfied with the learning that I have in Araling Panlipunan.	2.54	0.58	Agree
Araling Panlipunan subject helps me think outside the box.	2.52	0.61	Agree
Overall	**2.65**	**0.52**	**Agree**

Legend:

3.26 – 4.00	Strongly Agree/Very Positive	1.76 – 2.50	Disagree/Negative
2.51 – 3.25	Agree/Positive	1.00 – 1.75	Strongly Disagree/Very Negative

Table 5 shows the control group's overall mean attitude towards Araling Panlipunan as 2.65 (SD=0.51), interpreted as Agree/Positive. This indicates that even without the experiential intervention, students maintained a generally positive view of the subject, likely influenced by factors such as general interest, relevance, or teacher quality. However, this score is slightly lower than the experimental group's mean (2.79), suggesting that while traditional methods foster positivity, experiential learning may strengthen attitudes more effectively (Diestro, 2023).

The highest-rated indicator was "Araling Panlipunan helps me prepare my future goal in life" with a mean of 2.79 (SD=0.44). This shows students perceive the subject as relevant to their aspirations, which can boost motivation and engagement. Even in traditional classrooms, linking lessons to future goals can enhance learning (Diestro, 2023).

The lowest-rated item was "I am happy to submit my project and journal ahead of time" with a mean of 2.50 (SD=0.61), bordering on Disagree. This suggests difficulties with self-regulated tasks such as time management and punctual submission, which may be less emphasized in conventional methods. Strategies like clearer deadlines and scaffolding could address this challenge (Sumalinog, 2023).

Table 6

Summary of the Respondents Attitude toward Araling Panlipunan

Group	Mean	SD	Interpretation
Experimental	2.79	0.84	Positive
Control	2.65	0.52	Positive
Overall	**2.72**	**0.68**	**Positive**

Legend:

3.26 – 4.00   Strongly Agree/Very Positive   1.76 – 2.50   Disagree/Negative

2.51 – 3.25   Agree /Positive   1.00 – 1.75   Strongly   Disagree /Very Negative

Table 6 provides a summary of the overall attitude Araling Panlipunan. The overall mean attitude score across both the experimental and control groups is 2.72 (SD=0.68) interpreted as Positive. This means that collectively, the learners have a positive disposition towards Araling Panlipunan. This implies that a collective positive attitude suggests a receptive learning environment for the subject across the student population. This overall positive sentiment can facilitate better engagement and potentially higher retention of knowledge. As seen, this general positive attitude provides a strong foundation for both traditional and innovative teaching methods to build upon. It implies that students generally value or enjoy the subject matter, making it easier to introduce and implement new strategies. Abao (2023) highlights that a positive overall attitude towards a subject is crucial for effective learning, as it directly impacts student motivation and willingness to engage.

Further, the experimental group exhibited the highest mean score of 2.79 (SD=0.84) which is interpreted as Positive. This means that the experimental group, which received the Experiential Learning Strategy, had a slightly more positive overall attitude towards Araling Panlipunan compared to the control group. This implies that this higher mean suggests that the Experiential Learning Strategy may have played a role in fostering a more positive attitude among the learners. This could be due to increased engagement, perceived relevance, or more interactive learning experiences compared to traditional methods. As seen, the marginally higher positive attitude in the experimental group provides additional evidence for the benefits of experiential learning, not just in performance but also in shaping student sentiment towards the subject. This positive attitude can create a more conducive learning environment and potentially lead to sustained interest in Araling Panlipunan. Dewi (2025) consistently suggest that active, hands-on learning approaches, such as experiential learning, lead to more positive student attitudes and increased engagement compared to conventional methods.

On the other hand, the control group had the lowest mean score of 2.65 (SD=0.52) which is interpreted as Positive. While still positive, it is comparatively lower than the experimental group's mean. This implies that while traditional teaching methods can still cultivate a positive attitude, they might not be as effective in maximizing student enthusiasm and interest as experiential approaches. The difference, though not large, points to the potential for improved attitudinal outcomes with alternative strategies. As observed, the fact that the control group maintained a positive attitude is commendable, suggesting that the general instruction or inherent nature of Araling Panlipunan is appealing to students. However, the comparison highlights that there's room for improvement, and more dynamic methods might push student attitudes from simply Positive to Very Positive or Strongly Agree." It is noticed, Ajijun (2025) indicates

that innovative pedagogical approaches often lead to more pronounced gains in student engagement and attitude

Problem 5. Is there a significant difference in the learner's performance in Araling Panlipunan posttest on the experimental and control group?

Table 8

Difference in the Learner's Performance in Araling Panlipunan Posttest of the Experimental and Control Group

Group	t-value	p-value	Interpretation
Experimental	3.68	0.001*	Significant

Legend: *significant at $p<0.05$ alpha level S – significant   NS – not significant

Table 8 shows the posttest t-test result for the experimental group with a t-value of 3.68 and p-value of 0.001. Since $p < 0.05$, the result is statistically significant, indicating a clear improvement in performance after the intervention.

This significant result provides strong evidence that the **Experiential Learning Strategy (ELS)** positively impacted learner performance in Araling Panlipunan. When paired with the non-significant pretest difference (Table 7), it confirms that the gains were due to the intervention itself, highlighting the effectiveness of hands-on, active learning.

As Field (2022) explains, a significant post-intervention t-test result, especially when pretest differences are absent, is a primary indicator of an intervention's effectiveness. This validates that ELS had a measurable effect on improving student outcomes.

6. Is there a significant effect of Experiential Learning Strategy on Learners Performance in Araling Panlipunan?

Table 9

Regression Analysis on the Effect of the Experiential Learning Strategy on the Learner's Performance in Araling Panlipunan

Group	F-value	p-value	Interpretation
Experimental	11.32	0.001*	Significant

Legend: *significant at $p<0.05$ alpha level   S – significant   NS – not significant

Table 9 presents the regression analysis results for the experimental group, showing an F-value of 11.32 and p-value of 0.001. Since $p < 0.05$, the result is statistically significant, confirming that the Experiential Learning Strategy (ELS) had a measurable effect on learner performance. The improvement from a pretest mean of 67.52 to a posttest mean of 81.04 (Table 3) is unlikely due to chance, establishing ELS as a causal factor in improved outcomes (Green, 2022).

Discussion

The study confirmed that ELS significantly improves students' academic performance in Araling Panlipunan. Pretest and posttest comparisons revealed notable gains for the experimental group, while the control group showed minimal progress under traditional methods. This demonstrates the superiority of experiential approaches in fostering understanding and retention of social studies content.

Students' attitudes were generally positive before the intervention, but ELS slightly strengthened this disposition, enhancing motivation and engagement. Post-intervention results showed that learners not only performed better but also valued the subject more, underscoring the dual benefits of experiential methods—academic improvement and increased appreciation for Araling Panlipunan.

These findings support broader integration of ELS into the curriculum. For schools, this means allocating resources and support for implementation, while for educators it calls for embedding hands-on, reflective, and student-centered strategies in instruction.

Conclusion

The experimental group significantly outperformed the control group, moving from Did Not Meet Expectations to Satisfactory. This proves that Experiential Learning Strategies are effective in enhancing both performance and attitudes in Araling Panlipunan. ELS should therefore be considered a valuable pedagogical tool for social studies education in Indahag National High School and similar contexts.

Recommendations
1. Teachers should integrate fieldwork, role-playing, debates, and community projects, paired with structured reflection, to strengthen critical thinking and application of concepts.
2. School Administrators should provide training on ELS and build partnerships with stakeholders (parents, local government, businesses) to support authentic learning projects.
3. Future Researchers should explore various experiential methods (e.g., game-based learning, multimedia, collaborative projects) to identify which strategies most effectively enhance engagement and performance.

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