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Retention factors of Grade 10 learners in Araling Panlipunan at San Jose National High School

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Abstract

This study investigated the factors influencing the retention of Grade 10 learners in Araling Panlipunan at San Jose National High School for the School Year 2025–2026. It focused on identifying, measuring, and analyzing learner-, teacher-, and environment-related factors affecting learners' recall, comprehension, and performance. A mixed-methods design was used, combining thematic analysis of interviews and quantitative evaluation through survey questionnaires and structural equation modeling (SEM) in WarpPLS version 7.0. Respondents included were the 225 Grade 10 learners and selected teachers. Findings revealed three major retention factors: learner-related, teacher-related, and environment-related. The findings demonstrate that while all three factors contribute to learners' retention, teacher-related factors exert the most significant influence, validating the theoretical foundations of Social Cognitive Theory and Ecological Systems Theory. Together, these frameworks explain that the interplay of internal learner attributes, teacher engagement, and the broader learning environment shapes effective learning and retention. The results emphasize the need for instructional approaches that strengthen teacher–learner interaction, foster learner motivation, and create supportive learning environments, key conditions for improving retention in Araling Panlipunan among Grade 10 learners. In terms of performance, more than half of the learners scored below 70 on quizzes and quarterly assessments, whereas performance tasks showed higher levels of mastery. Structural analysis confirmed significant relationships between retention factors and performance, with teacher-related and environment-related factors showing the strongest effects. The study recommends implementing a retention enhancement plan that promotes study discipline, effective instruction, and supportive environments. Continuous collaboration among teachers, learners, and parents may further improve retention and academic performance in Araling Panlipunan.

Keywords: retention factors, Araling Panlipunan performance, teacher-related factors, learner motivation

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1. Introduction

Retention of learning remains an ongoing challenge in basic education, particularly as students tend to remember less from passive activities like reading and listening and more from active methods such as discussion, practice, and teaching others. This idea is supported by the Learning Pyramid Model, which highlights the importance of active engagement in improving memory retention, even if exact percentages vary across learners and subjects. Low retention can negatively affect comprehension and overall academic performance. In line with this, studies such as those by Mosia and Egara (2025) emphasize that integrating innovative strategies, including digital storytelling, enhances student engagement and academic achievement, thereby making learning more effective and meaningful.

The value of activity-based learning is further reinforced by the continued relevance of the Learning Pyramid Model, as discussed by Letrud and Hernes (2018). Despite originating in the mid-nineteenth century, the model remains widely accepted among educators due to its clear explanation of why experiential and interactive teaching approaches are more effective. In subjects like Araling Panlipunan, retention is especially important because it develops civic literacy, historical awareness, and decision-making skills. The K–12 curriculum and policies such as DepEd Order No. 12 s. 2024 and DepEd Order No. 8 s. 2015 highlight the need to strengthen learning outcomes through interventions, formative assessments, and performance-based tasks that promote deeper understanding and long-term retention.

Despite these efforts, retention remains influenced by various factors. Research identifies learner-related aspects such as motivation, learning styles, and study habits; teacher-related factors such as instructional clarity, engagement, and feedback; and environmental influences such as home support, peer interaction, and classroom conditions. While these variables are well documented in general education studies, there is limited research on how they collectively affect retention in Araling Panlipunan among junior high school learners, indicating a gap that warrants further exploration.

At San Jose National High School, observations and preliminary assessments show that many Grade 10 learners struggle to recall and apply previously learned concepts in Araling Panlipunan. This often leads teachers to reteach lessons in simplified forms, affecting instructional time and curriculum delivery. These challenges suggest that retention issues are not only academic but also shaped by personal, pedagogical, and environmental dimensions. Therefore, this study focuses on identifying the key factors influencing retention among Grade 10 learners for the School Year 2025–2026 and on developing a retention enhancement plan aligned with existing DepEd policies to support meaningful learning, competency development, and improved mastery in the subject.

Statement of the Problem **-** The study aimed to determine the factors affecting the retention level of Grade 10 learners in Araling Panlipunan at San Jose National High School for the School Year 2025–2026. Specifically, it sought to answer the following questions: (1) What are the retention factors of grade 10 learners in Araling Panlipunan? (2) What is the level of retention factors of grade 10 learners in Araling Panlipunan in terms of learner-related factors, teacher-related factors, and environment-related factors? (3) What is the level of Grade 10 learners' academic performance in Araling Panlipunan as measured by quizzes, performance tasks, and quarterly assessments? (4) Is there a significant relationship between the level of retention factors and the grade 10 learners' academic performance? (5) What strategies may be proposed to improve the retention among Grade 10 learners in Araling Panlipunan?

Significance of the Study **-** The study benefits various stakeholders, including learners, teachers, parents,

schools, the Department of Education, curriculum planners, school administrators, historians, and future researchers, by aiming to improve the teaching-learning process and classroom management. For learners, it promotes self-directed learning. provides immediate feedback, enhancing motivation and engagement. Teachers gain a deeper understanding of their role as facilitators of learning, while parents become more aware of the importance of home support in academic success. Curriculum planners can use the findings to design more effective teaching strategies, and DepEd Occidental Mindoro, along with the Department of Education, can use the results to identify educational challenges, inform evidence-based policies, and improve programs and standards to achieve better learning outcomes. School administrators benefit from data-driven insights that support strategic planning, policy development, and improved monitoring and evaluation practices. Additionally, historians may gain valuable insights and interpretations that enhance their understanding of past events. At the same time, future researchers are encouraged to build upon the findings to conduct further studies in related fields.

Scope and Delimitation of the Study **-** The study was conducted among Grade 10 learners at San Jose National High School during the first quarter of the School Year 2025–2026, focusing on their retention in Araling Panlipunan. It examined learner-related, teacher-related, and environment-related factors and their influence on retention, as measured by quizzes, performance tasks, and quarterly assessments. Data were gathered using assessment results and survey instruments to evaluate both retention and learner perceptions. The scope of the study was limited to Araling Panlipunan and did not include other subjects or grade levels, as the researcher is directly involved in teaching the subject. Furthermore, the research was confined to a single school. It was not extended to other institutions, as the large Grade 10 learner population at San Jose National High School provided sufficient data to support the study's objectives and expected outcomes.

2. Methodology

Research Design **-** The researcher investigated the retention factors of Grade 10 learners in Araling Panlipunan at San Jose National High School for the School Year 2025–2026 using a mixed-sequential exploratory design. This approach, as explained by Creswell and Plano Clark (2018), involves two phases: an initial qualitative phase followed by a quantitative phase. The study began with the collection and analysis of qualitative data to identify key themes and generate indicators of learner retention, which then informed the development of the quantitative instrument. In the second phase, a descriptive–correlational design was employed to examine the relationship between learner-related, teacher-related, and environment-related factors and learners' academic performance. The design was descriptive in profiling these factors and correlational in determining the strength and direction of their relationships. To further refine the analysis, a structural model was used to assess the interrelationships among variables and the collective influence of these factors on retention. This design was appropriate as it focused on observing naturally occurring conditions without manipulating variables, aiming to identify significant patterns and associations that can inform instructional practices, teacher engagement strategies, and environmental support mechanisms to enhance retention in Araling Panlipunan.

Respondents of the Study **-** The respondents for the qualitative component of this study comprised 28 Grade 10 learners currently enrolled at San Jose National High School for the school year 2025–2026. They were randomly selected using simple random sampling. On the other hand, for the quantitative aspect, Raosoft's sample size calculation formula with 5% and 95% margins of error was used to determine the sample size from a population of 540. A sample of 225 learners was drawn using stratified random sampling from 14 learner sections to ensure proportional representation across sections. Participation was voluntary, and anonymity and confidentiality were strictly observed. The diversity of the learner population in terms of learning styles, socio-economic backgrounds, and academic performance provided a strong basis for analyzing the factors influencing retention in Araling Panlipunan.

Research Instrument **-** The interview guide served as the primary instrument for this study. To properly conduct the interview, the 28 learners for the qualitative aspect were asked about the following factors: learner-related, teacher-related, and environment-related. Based on the interview, a survey questionnaire was

developed and served as the main instrument of the study. It was divided into themes corresponding to the major variables of the study: learner-related factors (learning styles, study habits and time management, attendance, and punctuality); teacher-related factors (appropriateness and effectiveness of teaching strategies, teacher engagement, and teacher–learner interaction); and environment-related factors (home environment and parental involvement, peer pressure and social dynamics, and physical classroom conditions). However, learners' academic performance was measured in three categories: quizzes, performance tasks, and quarterly assessments. The researcher utilized a five-point Likert scale to measure respondents' level of agreement, with 5 (4.20–5.00) interpreted as "agree at a very high extent," 4 (3.40–4.19) as "agree at a high extent," 3 (2.60–3.39) as "agree at a moderate extent," 2 (1.80–2.59) as "least agree," and 1 (1.00–1.79) as "disagree."

The validity of the instrument was established through consultation with five (5) experts in the relevant field. Four of them were from the Divine Word College of San Jose, and the other one was from the Schools Division Office of Occidental Mindoro. The experts' corrections and suggestions were incorporated. Also, the researcher-made instrument underwent inter-item reliability analysis using the split-half method, as the questionnaire was administered only once to the respondents. Thirty (30) Grade 10 learners were asked to answer the thirty-six (36) items about the factors related to the retention of knowledge in *Araling Panlipunan*, which comprised learner-related, teacher-related, and environment-related factors, each consisting of 12 indicators. The reliability analysis applied the Spearman-Brown formula for equal lengths to correct the reliability estimate for a half-length test. As a result, the table below brings out the reliability coefficients as follows:

Table 1
Reliability Analysis Result

Indicators	Number of Items	Reliability Coefficients*	Interpretation
A. Learner-related Factors	12	0.732	High Reliability
B. Teacher-related Factors	12	0.820	High Reliability
C. Environment-related Factors	12	0.829	High Reliability

*Based on Spearman-Brown of Equal Length

The results indicated generally high reliability of the instrument's indicators, as evidenced by coefficients ranging from 0.732 to 0.829. The instrument passed the reliability test and was then administered to the final group of Grade 10 learners.

Data Gathering Procedure - The researcher followed a systematic process to ensure accurate and reliable data collection aligned with the study's objectives on the retention factors of Grade 10 learners in Araling Panlipunan at San Jose National High School for the School Year 2025–2026. In Phase 1 (Qualitative Phase), the researcher first secured approval from the school principal and coordinated with Grade 10 Araling Panlipunan teachers to identify participants and schedule data collection without disrupting classes. Focus group discussions and open-ended interviews were then conducted to explore learners' experiences and perspectives on learner-, teacher-, and environment-related factors affecting retention. The findings from this phase were used to develop the survey questionnaire and retention-based assessment for the next phase. In Phase 2 (Quantitative Phase), an orientation was conducted to inform participants about the study's purpose, procedures, and confidentiality. Data collection included a structured survey questionnaire administered during supervised sessions, as well as retention-based assessments using learners' performance data from quizzes, performance tasks, and quarterly assessments obtained with approval from subject teachers. All responses were compiled, checked for completeness, anonymized, and encoded for analysis, with data gathered over two weeks through face-to-face methods.

Statistical Treatment of the Data - The qualitative data obtained from interviews with learner-respondents were analyzed using thematic analysis, which involved recording, transcribing, tabulating, and coding to extract meaningful themes, with both initial and final thematic maps developed to identify patterns and relationships clearly. Meanwhile, the quantitative data, which addressed the study's descriptive aspects, were processed using SPSS version 26, with environment-related factors reverse-coded because of negatively worded items. For

inferential analysis and hypothesis testing, Partial Least Squares Structural Equation Modeling (PLS-SEM) was applied using WarpPLS version 7.0 to examine relationships among variables. The effect sizes of path coefficients were interpreted using standard values: β = 0.02 indicated a small effect, β = 0.15 a medium effect, and β = 0.30 a large effect, providing a basis for assessing the strength of the relationships in the model.

Ethical Considerations - This study adhered to established ethical standards in conducting educational research by first securing permission from the school head of San Jose National High School before administering surveys and interviews. All respondents were fully informed about the study's purpose, procedures, and their right to voluntary participation, and informed consent was obtained to ensure their involvement was based on full understanding and free will. Confidentiality and anonymity were strictly maintained, with no personal identifiers included in survey forms or interview transcripts, and all data were treated with utmost privacy and used solely for academic purposes. Participants were assured that their responses would not affect their academic standing or relationships with teachers and that they could withdraw from the study at any time without consequence. Furthermore, the researcher upheld honesty and integrity throughout data collection, analysis, and reporting, avoiding any form of bias or manipulation, and followed the ethical principles of respect for persons, beneficence, and justice to protect the rights and welfare of all participants.

3. Results and Discussions

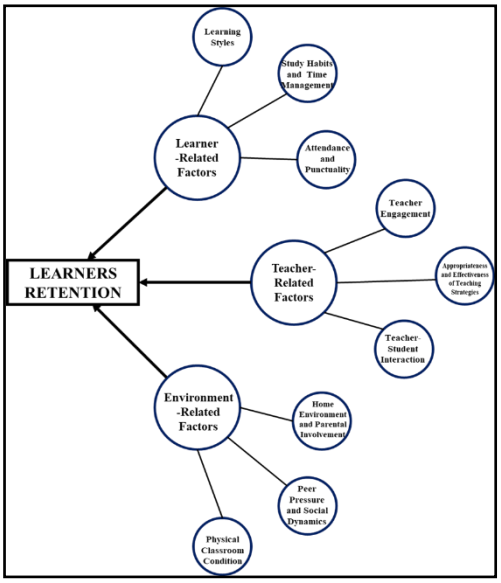

Figure 1. Initial Thematic Map of Learners' Retention

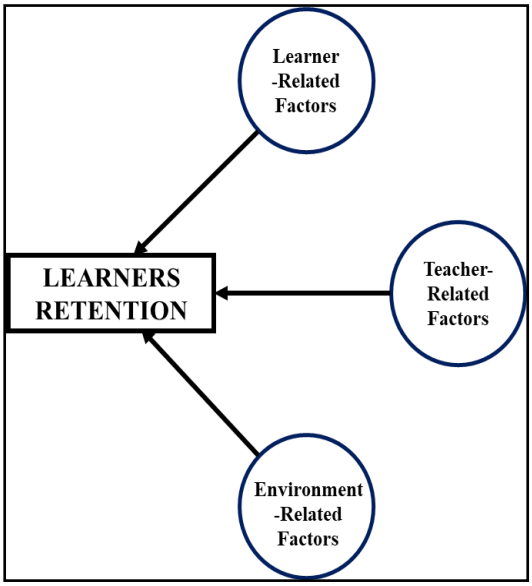

Figure 2. Final Thematic Map of Learners' Retention

The initial and final thematic maps from the qualitative phase, highlighting the major factors influencing Grade 10 learners' retention in Araling Panlipunan, were shown in Figures 1 and 2. Based on the interview responses, it became clear that three primary factors—learner, teacher, and environment—dictate the effectiveness of knowledge application, recall, and understanding. Learner-related factors included learning styles, study habits and time management, and attendance and punctuality, showing that retention improves when instruction aligns with preferred learning modes, study routines are disciplined, and attendance is consistent (Yusnanto & Rahayu, 2022; Zimmerman et al., 2023; Liu & Loeb, 2021). Teacher-related factors encompassed the appropriateness and effectiveness of teaching strategies, teacher engagement, and teacher–learner interaction, with learners reporting that structured, engaging methods, enthusiastic teaching, and positive relationships supported greater attention, motivation, and understanding (Utami, 2022; Frenzel et al., 2021; Longobardi et al., 2021). Finally, environment-related factors included the home environment and parental involvement, peer influence and social dynamics, and classroom conditions, highlighting the role of supportive parents, positive peer interactions, and comfortable, well-maintained classrooms in reinforcing learning and improving knowledge retention (Pinatil et al., 2022; Rasco et al., 2023; Brink et al., 2024).

Table 2

Frequency and Percent Distribution of Learners' Retention Factors

Learners' Retention Factor	Frequency		Frequency	Percentage
Teacher-related Factors	19	Learning Styles	7	.35
		Study Habits and Time Management	9	.45
		Attendance and Punctuality	4	.2
			19	100%
Learner-related factors	20	Appropriateness and Effectiveness of Teaching Strategies	12	.63
		Teacher Engagement	4	.16
		Teacher-Learner Interaction	3	.21
			20	100%
Environment-related Factors	25	Home Environment and Parental Involvement	6	.24
		Peer Pressure and Social Dynamics	6	.24
		Physical Classroom Condition	13	.52
			25	100%

The qualitative data on learners' retention indicate that it is shaped by a combination of teacher-, learner-, and environment-related factors. Among teacher-related factors, study habits and time management (45%) and learning styles (35%) were most frequently cited, showing that teachers' guidance and alignment of instruction with learners' preferences significantly influence retention. For learner-related factors, the appropriateness and effectiveness of teaching strategies (63%) had the greatest impact. At the same time, teacher engagement and interaction played a smaller role, suggesting that well-suited instructional methods enhance retention. Environment-related factors were also important, with physical classroom conditions (52%) having the strongest effect, followed by the home environment, parental involvement, and peer dynamics. Overall, these findings emphasize that improving retention requires a holistic approach combining effective teaching, support for learners' study habits, and a conducive physical and social learning environment (Eggers et al., 2025). The final thematic map shows how internal (learner), instructional (teacher), and external (environment) elements interact to influence the retention of Araling Panlipunan concepts, providing a structured foundation for the study's subsequent quantitative phase, which examined the strength of these relationships through structural modeling.

Table 2 presents the mean retention levels of grade 10 learners in araling panlipunan across learner-related, teacher-related, and environment-related factors. The mean retention level among Grade 10 learners in Araling Panlipunan provides significant insights into learner-, teacher-, and environment-related factors. In terms of learner-related factors, the composite mean of 4.02, interpreted as High, indicates that learners generally possess favorable attributes such as active engagement, effective learning habits, and consistent attendance, which enhance retention. The highest-rated indicators—commitment to daily class attendance (WM = 4.61), improved retention through teacher explanations (WM = 4.59), and maintaining focus during lessons (WM = 4.38)—highlight the importance of attendance, attention, and guided instruction, aligning with Liu and Loeb (2021) and Chew and Cerbin (2021).

Moreover, Interactive and multimodal learning preferences, such as asking questions and using visual aids, align with Mayer's (2024) Cognitive Theory of Multimedia Learning and Yusnanto and Rahayu's (2022) findings on learner-centered approaches. Moderate scores on time-management items suggest challenges in balancing academic workload, consistent with Zimmerman et al. (2023), while low reliance on technology (WM = 2.32) may reflect either limited access or a preference for traditional methods. Teacher-related factors received a very high composite mean of 4.41, demonstrating that instructional clarity, active engagement, timely feedback, and supportive classroom interactions strongly enhance retention. Top indicators include learning more

effectively with clear explanations, receiving feedback on outputs, and active participation, which align with Utami (2022) and Frenzel et al. (2021) on effective teaching practices. Interactive discussions and teacher approachability reinforce the role of open classroom environments, while lower scores for simultaneous note-taking and listening align with Mayer's (2024) Cognitive Load Theory. Environment-related factors, with a composite mean of 2.83 interpreted as Moderate, indicate that external influences such as home support, peer interactions, and classroom conditions moderately affect retention. Peer influence (nd classroom organization are notable, while challenges from household chores, nutrition, and family problems suggest socio-economic and home-related constraints. Lower-rated issues like distractions from seatmates and overcrowded classrooms highlight less pervasive yet still relevant environmental effects, as supported by Hanaysha and Eli (2024). Ultimately, with a mean of 3.87, the Grade 10 learners demonstrate a high capacity to retain Araling Panlipunan content, driven primarily by effective instructional leadership and active participation. In contrast, learner motivation, active participation, and a supportive environment collectively reinforce effective retention.

Table 2

Mean Level of Retention of Grade 10 Learners in Araling Panlipunan in terms of Learner-related Factors, Teacher-related factors and Environment-related Factors

Learner-related Factors	Weighted Mean	Interpretation
1. I learn best when I can ask questions.	4.32	Very High
2. I prefer interactive activities (e.g., discussions, group work, games) rather than rote memorization.	3.74	High
3. Visual aids, storytelling, and multimedia (pictures, videos, charts, narratives) help me understand lessons.	4.26	Very High
4. My retention improves when the teacher explains.	4.59	Very High
5. I am working on improving my time management as I balance many school tasks.	3.80	High
6. I am working on improving my time management skills to complete the activities in Araling Panlipunan effectively.	3.96	High
7. I rely on technology or AI tools (e.g., ChatGPT, Meta AI) to help me study.	2.32	Low
8. I am managing my workload more effectively to stay motivated even when they accumulate.	3.57	High
9. I am working on improving my punctuality to enhance my learning experience in Araling Panlipunan.	4.34	Very High
10. I ensure that I remain focused during class to understand the lesson thoroughly.	4.38	Very High
11. I am committed to attending class every day to enhance my performance.	4.61	Very High
12. I am working on improving my punctuality to enhance my participation.	4.39	Very High
Composite Mean	4.02	High
Teacher-related Factors		
1. I learn better when teachers use clear explanations.	4.87	Very High
2. Interactive discussions help me understand lessons more effectively.	4.50	Very High
3. Copying notes while the teacher discusses makes it harder for me to understand the lesson.	3.73	High
4. I am motivated to learn when teachers provide structured lessons (e.g., pre-tests, group activities, or step-by-step explanations).	4.43	Very High
5. I learn better when teachers actively involve learners in lessons through participation.	4.67	Very High
6. Teachers who give feedback on learner outputs help me improve my understanding.	4.70	Very High
7. I feel more motivated when teachers recognize my efforts in class.	4.60	Very High
8. I like to participate in class discussions when the teacher is approachable.	4.50	Very High
9. I feel comfortable asking questions to my teacher when I do not understand the lesson.	3.77	High
10. I am building my confidence to participate more in class.	4.37	Very High
11. Constructive feedback from my teacher after presentations helps me understand lessons better.	4.33	Very High
12. I am willing to participate in class when my ideas will be respected, even if they are not always correct.	4.47	Very High
Composite Mean	4.41	Very High

Environment-related Factors		
1. Household chores sometimes interfere with my time for studying.	2.70	Moderate
2. Lack of proper nutrition makes it harder for me to concentrate in class.	2.60	Moderate
3. Nobody at home can help me in *Araling Panlipunan* lessons.	2.97	Moderate
4. Family problems make it difficult for me to focus on my studies.	2.80	Moderate
5. I get distracted when my seatmates talk during class.	1.87	Low
6. Peer pressure sometimes affects my interest in studying.	2.63	Moderate
7. My friends influence me to prioritize leisure activities over schoolwork.	3.77	High
8. Competition with classmates sometimes causes stress in my studies.	2.80	Moderate
9. Lack of proper ventilation makes it difficult for me to focus on lessons.	2.60	Moderate
10. Overcrowded classrooms make studying uncomfortable.	2.33	Low
11. A well-organized classroom is not enough for me to stay focused on my studies.	3.63	High
12. Access to technology in the classroom does not help me understand lessons more easily.	3.27	Moderate
Composite Mean	2.83	Moderate

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Table 3 shows the Grade 10 Learners' Level of Performance in Araling Panlipunan. The performance of Grade 10 learners in Araling Panlipunan is based on their quiz results. The data show that a majority of the learners, 109 or 55.9%, scored below 70, indicating that more than half of the respondents struggled to meet the minimum proficiency level. Only a small portion, 8 learners (4.1%), achieved scores between 95–100, while 3 learners (1.5%) reached 90–94, suggesting that high achievement is limited to a few learners. The remaining group, distributed across the 70–89 range, represented learners who performed within the developing to proficient levels. These results imply that many learners experience difficulty in recalling factual content and basic concepts, which aligns with the findings of Abao et al. (2024) and Cueto (2025), who noted that retention challenges in social studies subjects like Araling Panlipunan often stem from inadequate study habits, limited motivation, and inconsistent classroom engagement.

In a similar vein, Usma and Madulili (2019) pointed out that student recall often hinges on how well the classroom environment and teaching strategies are optimized. The prevalence of low quiz scores here implies that the current methods might be missing the mark for a large portion of the class. Even though we know from Malificiado (2025) and Muzsnay et al. (2025) that frequent recall and quizzes are great for memory consolidation, there is a clear breakdown in how this plays out in practice. The data reveals a significant jump between simply hearing the content and actually learning it. To fix this, the focus should shift toward more formative testing and review sessions that prioritize student feedback.

Table 3

Grade 10 Learners' Level of Academic Performance in Araling Panlipunan

Level of Academic Performance in Terms of Quizzes		
Rating	Frequency	Percent
Below 70	109	55.9
70 – 74	23	11.8
75 – 79	20	10.3
80 – 84	15	7.7
85 – 89	17	8.7
90 – 94	3	1.5
95 – 100	8	4.1
Total	195	100.0
Level of Performance in Terms of Performance Tasks		
Rating	Frequency	Percent
Below 70	7	3.6
70 - 74	5	2.6
75 - 79	17	8.7
80 - 84	57	29.2
85 - 89	49	25.1
90 - 94	43	22.1
95 - 100	17	8.7
Total	195	100.0

Level of Performance in Terms of Quarterly Assessment		
Rating	Frequency	Percent
Below 70	64	32.8
70 – 74	41	21.0
75 – 79	28	14.4
80 – 84	40	20.5
85 – 89	10	5.1
90 – 94	8	4.1
95 – 100	4	2.1
Total	195	100.0

The findings show that learners' quiz performance remains below expected competency levels, suggesting that although they may attend classes and engage in activities, knowledge retention is limited. Consistent with Mayer's (2024) cognitive learning principles, this underscores the necessity for more interactive, learner-centered, and recall-based strategies in Araling Panlipunan instruction to improve factual recall and foundational understanding. The performance level of Grade 10 learners in Araling Panlipunan based on performance tasks. The data revealed that the majority of learners performed within the average to proficient range, with 57 learners (29.2%) scoring between 80–84, followed by 49 learners (25.1%) scoring between 85–89, and 43 learners (22.1%) scoring between 90–94. Only 7 learners (3.6%) scored below 70, indicating that few learners struggle significantly in this area. Overall, these results suggest that learners perform considerably better in performance-based assessments than in recall-based quizzes. The stronger performance in performance tasks may be attributed to the active, applied, and participatory nature of these activities, which help learners connect classroom content with real-life contexts.

Research by Karanezi et al. (2015) suggests that application-heavy tasks—such as role-playing or community involvement—dramatically improve students' retention of Araling Panlipunan concepts. By allowing learners to apply civic knowledge in real-world scenarios, these activities engage multiple cognitive pathways (Salmeron Aroca et al., 2022), moving beyond the passive reception of data. Locally, Emralino (2023) has shown that interactive, differentiated strategies are far more effective for Filipino learners than typical lectures. The success of these performance-based tasks is likely due to the critical thinking and self-expression they require (Nouri, 2016). Rather than just repeating facts, students are encouraged to reflect and synthesize, a process Del Rosario (2024) identifies as a primary driver of conceptual mastery. When we compare these tasks to standard quizzes, the difference is clear: quizzes often measure simple recall, whereas performance tasks foster the "meaningful learning" Mayer (2024) advocates, in which knowledge is successfully transferred across contexts.

The academic performance of Grade 10 learners in Araling Panlipunan is based on their quarterly assessment results. The data show that 64 learners (32.8%) scored below 70, and 41 learners (21.0%) scored between 70 and 74, indicating that over half of the respondents fall below the minimum proficiency level. Only a small proportion achieved higher scores: 10 learners (5.1%) in the 85–89 range, 8 learners (4.1%) in the 90–94 range, and 4 learners (2.1%) in the 95–100 range. These results indicate generally low performance on quarterly assessments, suggesting that many learners have difficulty integrating and applying knowledge over longer time frames or across broader competencies. Unlike performance tasks that emphasize application, quarterly assessments often require learners to recall and connect concepts learned over several weeks. This may contribute to lower scores due to reduced retention and cognitive overload. Mayer's (2024) Cognitive Theory of Multimedia Learning supports this, explaining that without sufficient reinforcement and varied learning stimuli, knowledge retention decreases over time. The findings were parallel to the work of Abao et al. (2024) and Cueto (2025), who reported that Araling Panlipunan learners often struggled with comprehensive exams due to insufficient study habits and limited exposure to higher-order questioning. Similarly, Usma and Madulili (2019) noted that teacher effectiveness and feedback frequency were key predictors of performance consistency, and the learners who received ongoing formative assessments tended to perform better on summative tests. This suggests that a lack of continuous formative feedback or review may have contributed to the weaker quarterly outcomes. Another factor may involve motivation and anxiety, as comprehensive assessments often generate pressure among learners. Frenzel et al. (2021) found that learners' emotional states during testing significantly affected

their ability to recall and apply information. Moreover, Abao et al. (2024) emphasized that learners who perceived assessments as high-stakes showed reduced intrinsic motivation, which leads to decreased performance and engagement. The findings show that while learners demonstrate adequate performance in performance tasks and moderate mastery in quizzes, their retention weakens over longer assessment intervals. This reinforces the importance of consistent formative evaluation, retrieval practice, and teacher feedback in sustaining memory and improving the transfer of learning. Integrating interactive review sessions and spiral assessments, as recommended by Castillo (2025), may enhance learners' readiness and comprehension for quarterly exams in Araling Panlipunan.

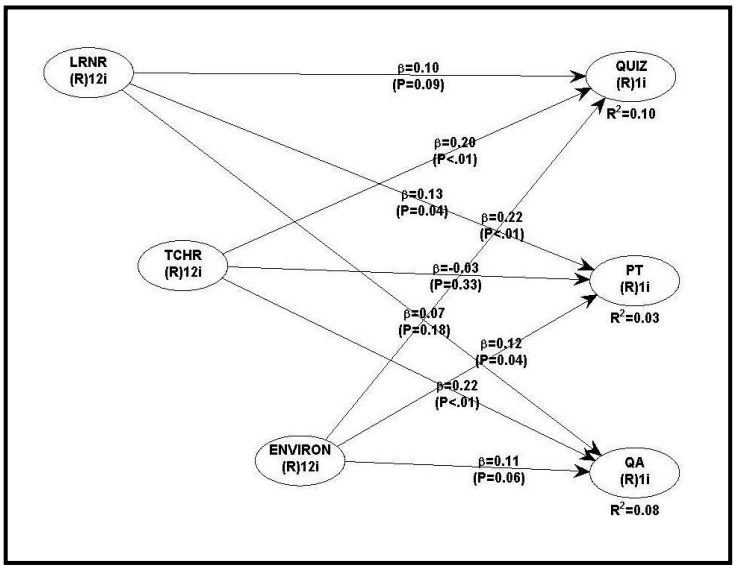

Figure 3. Structural Model of the Relationship Between Retention Factors and Academic Performance

The structural model of the hypothesized relationship between the exogenous and endogenous variables in the study is presented using WarpPLS. The hypothesis was generated using Structural Equation Modeling (SEM) with the Partial Least Squares method. Computations were all anchored at the 0.05 significance level or *p*-value. The learners' level of retention considering learner-related factors (LRNR), teacher-related factors (TCHR), and environment-related factors (ENVIRON) is hypothesized to significantly relate to the learners' performance level in *the Araling Panlipunan* subject, comprising quizzes (QUIZ), performance tasks (PT), and quarterly assessment (QA). There are 12-item indicators for each of these retention factors. Also disclosed in the model are the computed *Beta*-coefficients (®) with the corresponding *p*-values shown in two decimal places. These coefficients indicate the strength of the connection supported by the *p*-values, affirming its significance. The combined effect of the retention factors on learners' performance is reflected in low R^2 values of 0.10, 0.03, and 0.08. These suggest that very small percentages can be attributed to the level of retention factors. Thus, the remaining percentage can be attributed to other variables not used in the study. This implies that other elements, such as emotional states, motivation, cognitive readiness, and institutional factors, may further influence achievement, as also noted by Frenzel et al. (2021) and Abao et al. (2024).

Consistent with Zimmerman et al. (2023), these findings highlight that how a student manages their time and study habits is a primary driver of their retention. We see a similar trend in the work of Yusnanto and Rahayu (2022), where active participation in class led to better outcomes. While the direct statistical path from teacher-related factors to performance was modest, instructors likely influence grades indirectly by fostering a more conducive "mental space" for learning (Utami, 2022; Frenzel et al., 2021). The environment appears to be a major player in long-term success, showing a significant path toward quarterly assessment scores. This supports Hanaysha and Eli's (2024) view that parental involvement and a solid classroom environment are non-negotiable for academic stamina. Ultimately, the model shows that, while these factors are connected, they explain only part of the picture. Following Crawford's (2020) Ecological Systems Theory, we can conclude that a complex web of

personal and external systems shapes Araling Panlipunan performance. Consequently, any intervention must be integrated, addressing the student, the teacher, and the environment simultaneously. Therefore, enhancing retention requires an integrated approach that addresses learner self-regulation, teacher engagement, and supportive environments to strengthen overall performance in *Araling Panlipunan*.

Table 5

Path Coefficients and p-values for Ho

Path	Beta (β) Coefficient	*p*-value*	Interpretation
Ho_1: Retention Factors->Level of Academic Performance in *Araling Panlipunan*			
LRNR–>QUIZ	0.095	0.088	Not Significant
LRNR–>PT	0.127	0.035	Significant
LRNR–>QA	0.066	0.175	Not Significant
TCHR–>QUIZ	0.204	0.002	Significant
TCHR–>PT	-0.031	0.333	Not Significant
TCHR–>QA	0.220	<0.001	Highly Significant
ENVIRON–>QUIZ	0.223	<0.001	Highly Significant
ENVIRON–>PT	0.122	0.042	Significant
ENVIRON–>QA	0.110	0.060	Not Significant

*Significant at $p < 0.05$

Twelve path coefficients, ranging from -0.031 to 0.223, are presented in Table 9, indicating the strength or weakness of the connections between retention factors and learners' performance in Araling Panlipunan. Teacher- and environment-related factors are strongly associated with quarterly assessment (β=0.220, $p<0.001$) and quizzes (β=0.223, $p<0.001$). Considering the linkages between learner-related factors and performance tasks, teacher-related factors and quizzes, and environment-related factors and performance tasks, the beta values indicate low but significant connections, with beta values of 0.127, 0.204, and 0.122 and corresponding p-values of 0.035, 0.002, and 0.042. The findings indicate that teacher-related factors and environment-related factors have the strongest and most significant effects on learners' performance. Specifically, the paths TCHR -> QA and ENVIRON -> QUIZ show highly significant relationships. This suggests that effective teaching strategies, constructive feedback, and a conducive learning environment greatly influence both short-term and long-term academic outcomes. According to Utami (2022), clear instruction enhances comprehension and memory retention, while Frenzel et al. (2021) noted that motivated and emotionally supportive teachers foster learner engagement, leading to improved performance. Similarly, Hanaysha and Eli (2024) emphasized that classroom conditions and environmental comfort play a decisive role in sustaining learners' attention and recall.

Moreover, learner-related factors are significantly related to performance tasks. This finding suggests that learners' study habits, learning styles, and motivation affect their ability to complete applied and participatory tasks. This result aligns with Yusnanto and Rahayu (2022), who found that active, self-regulated learners tend to perform better in project-based and experiential activities. Likewise, Zimmerman et al. (2023) emphasized that learners who manage their time and learning independently demonstrate higher retention and better performance in analytical subjects like social studies. Teacher-related factors also show a significant relationship with quiz performance, underscoring the importance of direct instructional support and reinforcement. When teachers explain clearly, provide immediate feedback, and regularly review key concepts, learners retain information better and perform more consistently. This corresponds with the findings of Longobardi et al. (2021), who reported that positive teacher–learner relationships improve academic motivation and enhance comprehension during formative assessments.

In contrast, the non-significant paths, such as TCHR -> PT and LRNR -> QA, imply that not all factors exert direct influence on all types of performance assessments. These weaker links may be explained by contextual and psychological variables, such as anxiety during summative testing or inconsistent home support, which Crawford (2020), in Ecological Systems Theory, recognizes as interacting layers within the learner's environment. These results support the rejection of the null hypothesis (H0) that there is no significant relationship between the retention factors and learners' performance levels. Although the relationships are generally low to moderate in

strength, they confirm that teacher effectiveness and learning environment play dominant roles in shaping learners' retention and performance outcomes. These findings reinforce earlier studies by Abao et al. (2024) and Cueto (2025), which both observed that retention in Araling Panlipunan improves when pedagogical approaches are learner-centered, feedback-oriented, and supported by conducive classroom conditions.

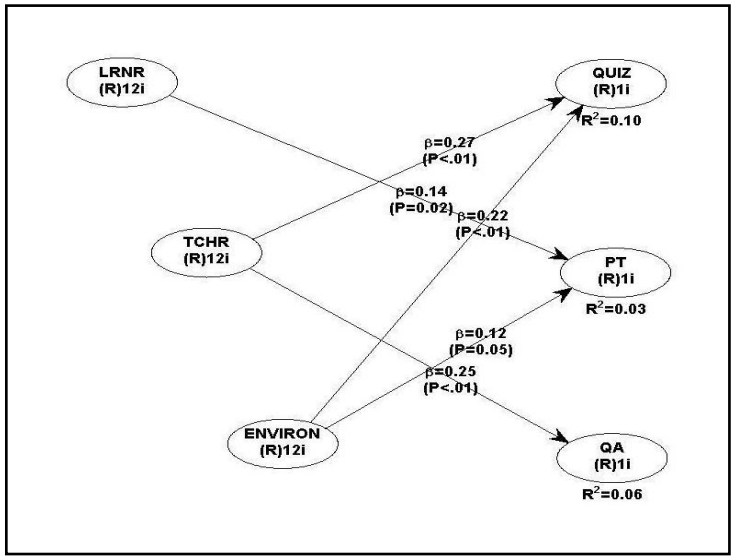

Figure 4. The Emerging Model of the Relationship Between Retention Factors and Academic Performance

Table 6

Standardized Estimates of the Path in the Emerging Model

Hypothesis	Standardized Estimates (β)	Standard Error	*p*-value*	Effect Coefficient**	Effect Size
H_{O1}: Retention Factors–>Level of Academic Performance in *Araling Panlipunan*					
LRNR–>PT	0.142	0.070	0.022	0.018	Small
TCHR–>QUIZ	0.273	0.068	<0.001	0.061	Small
TCHR–>QA	0.253	0.068	<0.001	0.064	Small
ENVIRON–>QUIZ	0.224	0.069	<0.001	0.036	Small
ENVIRON–>PT	0.116	0.070	0.050	0.011	Small

*Significant at p≤ 0.05
** Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

The table presents five standardized estimates of the path in the emerging model, along with their standard errors, effect sizes, and *p*-values. It can be noted that the paths learner–>quiz, learner–>quarterly assessment, teacher–>performance task, and environment–>quarterly assessment are no longer included because their coefficients were negligible in the previous structural model. Retention factors have a small effect on the performance level of Grade 10 learners in the subject, *Araling Panlipunan*. While the effect coefficients, ranging from 0.011 to 0.064, appear small, the *p*-values range from <0.001 to 0.05. In effect, these values favor rejecting the null hypothesis and indicate that learner-related factors affect learners' performance tasks, teacher-related factors affect performance in quizzes and quarterly assessments, and environmental factors affect quiz results and performance tasks. Moreover, standard error values of 0.068 to 0.070 are negligible,e indicating the accuracy of the samples in relation to the conclusions drawn about the overall learners' population. While the impact of learner-related factors on performance tasks is modest, it is statistically significant, highlighting how individual study habits and motivation shape a student's ability to apply what they've learned. These results mirror the findings of Zimmerman et al. (2023) regarding the importance of self-regulated learning. Similarly, Yusnanto and Rahayu (2022) found that learners who adapt their strategies to the task at hand perform significantly better on project-based assessments. The strongest correlation in this study, however, involves teacher-related factors. The link between instructional clarity and student performance on both quizzes and quarterly assessments underscores the teacher's role as a facilitator of memory. According to Utami (2022), effective information

processing often results from clear, guided instruction. This is echoed by Frenzel et al. (2021), who argue that teacher engagement and feedback are essential for high-level cognitive performance. Ultimately, the results suggest that instructional strategies, specifically structured, feedback-heavy ones, are the most critical components for boosting overall retention.

In addition, the significant contribution of environmental factors to quiz and performance-task outcomes underscores the importance of peer relationships, home support, and classroom conditions. A conducive learning environment provides stability and focus, which facilitates short-term recall and task execution. As Pinatil (2022) emphasized, parental involvement and a supportive home environment strengthen learners' motivation to review and participate actively. Likewise, Hanaysha and Eli (2024) demonstrated that a well-structured, comfortable classroom fosters concentration and engagement, both of which are essential for effective learning and retention. The perception of the null hypothesis proved that the respondents' perception of the level of retention factors and the grade 10 learners' academic performance were true. The emerging model validates that teacher-related and environment-related factors exert the strongest influence on performance in Araling Panlipuna. In contrast, e-learning-related factors remain essential for task execution and application-based learning. These findings reinforce the interconnectedness of pedagogical, psychological, and environmental dimensions in sustaining retention and improving academic performance.

Table 7

Comprehensive Retention Enhancement Plan to Improve Learners' Academic Performance in Araling Panlipunan

Objectives	Strategies/ Activities	Persons Involved	Time Frame	Resources/ Fund Source	Success Indicators
I. Learner-Related Factors					
Strengthen learners' study habits and time management.	Conduct "Study Smart" and Time Management Workshops for Grade 10 learners.	Araling Panlipunan Teachers, Guidance Counselor, School Head	July – August	₱5,000.00 (MOOE / PTA Fund)	80% of learners report improved study schedules in the post-activity survey.
Improve attendance and punctuality in Araling Panlipunan classes.	Launch "Every Day Counts" Attendance Motivation Program with recognition for perfect attendance.	Class Advisers, AP Teachers, PTA Officers	August – March	₱3,000.00 (MOOE / SEF Fund)	At least a 90% average class attendance rate was maintained throughout the semester.
Enhance learners' motivation and engagement in Araling Panlipunan lessons.	Integrate gamified learning (e.g., quiz bowls, interactive maps, online platforms).	AP Teachers, ICT Coordinator	September – October	₱6,000.00 (MOOE / ICT Fund)	Learners report higher engagement levels (≥4.0 composite mean on feedback survey).
II. Teacher-Related Factors					
Enhance teachers' pedagogical strategies in Araling Panlipunan	Conduct Lesson Study and Peer Coaching focused on effective strategies for retention (use of visuals, storytelling, scaffolding).	AP Teachers, Master Teachers, School Head	July – November	₱10,000.00 (MOOE / SEF Fund)	Teachers apply at least 2 new retention-based strategies in class observations.

Objectives	Strategies/ Activities	Persons Involved	Time Frame	Resources/ Fund Source	Success Indicators
Promote teacher engagement and motivation.	Implement the "Teacher Reflection and Recognition Program" highlighting innovative practices.	School Head, Department Chair, Teachers	September – February	₱5,000.00 (MOOE / PTA)	Teachers show improved instructional motivation (based on self-assessment and peer review).
Strengthen teacher–learner interaction	Conduct monthly "Open Dialogue Sessions" between teachers and learners about learning concerns in Araling Panlipunan.	AP Teachers, Class Advisers	Monthly	₱2,000.00 (PTA Fund)	Improved learner–teacher rapport, reflected in a≥4.0 rating on the satisfaction survey.
III. Environment-Related Factors					
Foster parental involvement in learners' learning.	Hold Parent Orientation and "Home Support for Learning" Seminars emphasizing study supervision.	School Head, AP Teachers, Parents, GPTA	August – September	₱7,000.00 (MOOE / GPTA Fund)	75% of parents participate in home-based monitoring activities.
Minimize peer pressure and distractions affecting learning.	Organize "Barkadahan para sa Pag-aaral" peer-support groups and mentorship sessions.	Class Advisers, Learner Leaders, Guidance Counselor	October – February	₱4,000.00 (MOOE / PTA)	Reduced reports of peer-related distractions by 20%.
Improve classroom learning conditions to support concentration and retention.	Reorganize Araling Panlipunan classrooms (learning corners, posters, visual aids).	AP Teachers, Learner, Maintenance Staff	July – August	₱8,000.00 (MOOE / SEF)	At least 90% of classrooms were rated as conducive according to the observation checklist.

The proposed academic plan is based on the study's results, which identified learner-d teacher-d, and environment-related factors as significant determinants of retention among Grade 10 learners in Araling Panlipunan. This plan serves as a structured guide for teachers, school administrators, and stakeholders to enhance learners' long-term understanding and application of historical, cultural, and civic concepts. Anchored on the principles of Bronfenbrenner's Ecological Systems Theory and Information Processing Theory, the plan integrates strategies that promote active learning, motivation, and environmental support (Perera, 2023). It emphasizes collaboration among teachers, learners, parents, and the school community to create a holistic learning environment conducive to knowledge retention and academic success.

The proposed academic plan offers a comprehensive framework for enhancing retention in Araling Panlipunan through collaborative, evidence-based strategies. The interventions address cognitive, affective, and environmental dimensions of learning, promoting both academic excellence and civic awareness. Each activity is designed to support learners' long-term understanding through improved study habits, innovative teaching, and a supportive environment. In line with Crawford (202), this plan emphasizes that retention is a shared responsibility among learners, teachers, parents, and the school system. Through consistent implementation, these strategies are expected to foster a culture of sustained engagement and higher academic performance among Grade 10 learners in Araling Panlipunan.

4. Conclusions

Based on the data, it is evident that Grade 10 Araling Panlipunan learners possess high retention levels, though this is heavily dependent on specific instructional and personal variables. The study concludes that active participation and attendance are vital, yet inconsistent time management serves as a recurring bottleneck for students. The most significant influence on retention was instructional quality, specifically the clarity and engagement of the teacher—which directly boosted scores in both formative and summative assessments. The findings also highlight a notable gap between rote recall and practical application. Students performed significantly better on application-based tasks than on quizzes or quarterly exams, indicating that long-term retention of raw facts remains a challenge. Environmental factors like parental involvement and classroom conditions were found to have a moderate but meaningful impact on these outcomes. Consequently, the formulated academic plan seeks to address these multifaceted issues through targeted interventions in self-regulation, teacher development, and environmental support.

Recommendations **-** Based on the study's conclusions, several recommendations are proposed to enhance retention in Araling Panlipunan. School administrators and teachers may collaboratively design intervention programs to address learner-, teacher-, and environment-related factors affecting retention. Teachers are encouraged to conduct regular formative assessments and feedback sessions to maintain high retention levels and support learners in improving time management. The Araling Panlipunan Department may integrate more performance-based and interactive learning activities to strengthen learners' recall and application of concepts. Additionally, teachers and instructional leaders can enhance retention-focused instruction by providing clear explanations, consistent feedback, and supportive classroom interactions while implementing the proposed Academic Retention Plan, promoting active participation among teachers, learners, and parents. School administration and department heads should establish an integrated, sustained program to ensure full implementation and fidelity to the Academic Retention Plan. Finally, future researchers may expand the study to other grade levels, schools, or subject areas to validate and broaden the present findings.

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