

Teachers' integration of current events and students' interest in learning Araling Panlipunan

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Abstract

Recognizing the importance of contextualized instruction in the Philippine K–12 curriculum, the research sought to determine whether incorporating real-world issues into classroom discussions could enhance learners' motivation and engagement in the subject. Thus, this study examined the relationship between teachers' integration of current events and students' interest in learning Araling Panlipunan using a descriptive–correlational design involving 15 Grade 10 Araling Panlipunan teachers and 225 students from San Jose National High School. Teachers' integration of current events was measured using a researcher-made questionnaire. At the same time, students' interest was assessed using an adapted version of the Intrinsic Motivation Inventory (Interest/Enjoyment subscale) on a 5-point Likert scale. Descriptive statistics summarized the frequency and type of current-event integration, while Pearson's correlation coefficient tested the relationship between the independent and dependent variables. Findings revealed that students exposed to lessons enriched with current events demonstrated higher levels of interest, active participation, and perceived relevance of Araling Panlipunan to their daily lives compared to those taught with minimal contextualization. The results underscore the pedagogical value of using current issues to stimulate learners' curiosity, deepen their understanding, and strengthen their appreciation of social studies. This study contributes to the growing body of research on contextualized teaching. It offers practical implications for teachers to maximize the use of authentic and up-to-date materials to foster meaningful classroom experiences. Therefore, this study recommends that school administrators and curriculum planners support teachers through professional development programs and instructional resources that promote the effective integration of current events to improve student interest and engagement in Araling Panlipunan 10.

Keywords: Araling Panlipunan 10, current events, students' interest, descriptive–correlational research, contextualized instruction

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1. Introduction

One of the significant learning areas in the Philippine secondary school system is Araling Panlipunan (AP), which aims to cultivate learners' civic awareness, critical thinking, and understanding of political, economic, cultural, and historical realities. One of the main challenges in teaching Araling Panlipunan is students' lack of sustained interest in the subject. Nuñez-Del Prado et al. (2025) found that boredom in AP often stems from rigid class schedules and teacher-centered approaches that limit student participation and creativity. Their study revealed that many learners perceive AP lessons as repetitive and disconnected from their realities, while teachers themselves expressed concern and frustration over students' disengagement.

To address this, some teachers adopted pedagogical innovations, including ICT integration, interactive strategies, and contextualized instruction. This finding underscores the urgency of exploring methods to bridge the gap between AP content and students' real-world experiences. One promising approach is the integration of current events, which provides learners with opportunities to connect historical and social concepts to contemporary issues such as politics, economics, and global challenges. Unlike textbook-centered instruction, this method can transform AP into a more relevant and engaging subject, thereby mitigating the boredom described by Nuñez-Del Prado et al. (2025). Research has shown that integrating current events into classroom instruction can address these challenges by fostering relevance and encouraging learners to connect concepts to real-world situations (Rhem, 2012). Current events provide opportunities for contextualized instruction, enabling students to apply historical and social concepts to contemporary issues such as climate change, inflation, political participation, and global conflicts. This approach allows learners to better appreciate the value of AP in their daily lives and in society at large (Mendoza & Alipio, 2022). Banaag (2024) emphasized that incorporating current events into social science education significantly enhances student engagement by making lessons more concrete and relatable. Further, recent scholarship highlights the broader role of contextualization in student learning. Dohinog et al. (2025) stressed that the utilization of contextualized instructional materials significantly improves learners' comprehension and motivation because lessons become more relatable when connected to real-life contexts. Their systematic review revealed that instructional strategies that reflect students' lived experiences foster deeper engagement and long-term interest in academic content. This finding reinforces the view that integrating current events into instruction is both relevant and essential for promoting meaningful student learning.

Despite the potential benefits, many AP classes in the Philippines remain textbook-centered and disconnected from present-day issues. Teachers may face challenges such as limited access to up-to-date resources, time constraints for completing the curriculum, and a lack of professional development in contextualized instruction (Reyes, 2020). Consequently, students continue to struggle with low engagement and diminished interest in AP lessons (Domingo, 2021). This problem underscores the pressing need to investigate how teachers' integration of current events into Araling Panlipunan instruction influences students' interest levels. By examining this correlation, the study aims to enhance teaching practices and ensure that AP instruction becomes more meaningful, interactive, and responsive to students' needs in the 21st-century classroom.

Research Objectives - This study aimed to determine the correlation between teachers' integration of current events and students' interest in learning Araling Panlipunan 10. Specifically, it aimed to (1) determine the extent of teachers' integration of current events in their Araling Panlipunan 10 lessons in terms of use of news articles, videos, and media resources; classroom discussions and activities; assessments and projects; and connections to real-life issues; (2) assess the level of students' interest in terms of enjoyment of learning, motivation to participate, perceived relevance of lessons, and overall interest in the subject; and (3) examine the significant relationship between teachers' integration of current events and students' interest in learning Araling Panlipunan 10.

Significance of the Study - The findings of this study on the correlation between teachers' integration of current events and students' interest in learning Araling Panlipunan 10 will be valuable to different stakeholders in the field of education. For students, the study highlights how the use of current events can make lessons in Araling Panlipunan more engaging, relatable, and meaningful. By connecting social studies concepts with real-world issues, students may develop greater intrinsic motivation, critical thinking, and appreciation of the subject. Ultimately, this can lead to improved academic performance and civic awareness. For teachers, the results can guide Araling Panlipunan teachers in adopting more effective strategies that contextualize lessons through current issues. It will provide evidence-based support for innovative classroom practices such as news analysis, debates, and issue-based projects, thereby enhancing teaching effectiveness and classroom engagement. Parents will benefit from the study's insights into how teaching strategies influence their children's interest in social studies. Greater student engagement can translate to more positive attitudes toward learning, improved study habits, and stronger connections between home discussions and classroom learning. Findings can inform school leaders on how to support teachers through training, resource allocation, and professional development programs focused on contextualized instruction. For the Department of Education (DepEd), the study contributes to the continuous improvement of the K-12 curriculum by providing empirical evidence supporting the integration of real-world, contextualized materials. It may serve as a basis for policy recommendations, teacher training modules, and instructional guidelines to enhance student engagement in Araling Panlipunan and related subjects. For Future Researchers—This study can serve as a reference for future researchers who wish to explore innovative and contextualized teaching strategies in Araling Panlipunan and other subject areas. It provides a foundation for replicating or extending the research using different variables such as students' academic performance, critical thinking, or civic participation.

Furthermore, the instruments developed and validated in this study (the teacher observation checklist and the student interest questionnaire) may be adapted or improved for similar research endeavors. By addressing the gap in the local literature on the link between current events and student interest, this study contributes to the growing body of educational research in the Philippine context. It encourages further investigation into how contextualized instruction can improve learner outcomes across various grade levels.

Scope and Delimitation of the Study - This study examined the correlation between teachers' integration of current events and students' interest in learning Araling Panlipunan 10. Specifically, the study was conducted at San Jose National High School during the School Year 2025–2026. The study respondents included Araling Panlipunan 10 teachers and Grade 10 students. The Araling Panlipunan 10 teachers provided data on their integration of current events through surveys. In contrast, the Grade 10 students provided information on their level of interest in the subject through a self-made Likert-scale questionnaire adapted from the Intrinsic Motivation Inventory (Interest/Enjoyment subscale). The study examined teachers' integration of current events as the independent variable, focusing on the frequency of integration, the methods or strategies employed (e.g., discussions, debates, projects, and media analysis), and the relevance of the selected current events to the curriculum. The dependent variable was students' interest in learning Araling Panlipunan 10, measured by their enjoyment of the subject, motivation to participate in class activities, perceived relevance of the subject to real-life situations, and willingness to explore topics beyond classroom requirements. The study did not cover other subjects, grade levels, or external factors such as family background, peer influence, or teacher personality traits that may also have affected students' interest. Its scope was limited to identifying the relationship between the integration of current events and interest in learning Araling Panlipunan 10.

2. Methodology

Research Design - This study employed a descriptive-correlational research design. According to Asenahabi (2019), a descriptive-correlational design is a quantitative approach that aims to describe and measure the degree of association (or relationship) between two or more variables without manipulating them. It focused on identifying patterns, trends, and relationships as they naturally occurred, allowing the researcher to determine whether an increase or decrease in one variable corresponded with changes in another. In this study, a descriptive-correlational

design was used to examine teachers' integration of current events and students' interest in learning Araling Panlipunan 10. Moreover, a correlational design was employed to investigate the relationship between the two identified variables.

Respondents of the Study - The participants in the study included Grade 10 Araling Panlipunan teachers who integrated current events into their instruction, as well as Grade 10 students enrolled in the subject. A purposive sampling technique was used to select teacher participants, ensuring that only those directly teaching Araling Panlipunan 10 classes were included. For the students, stratified random sampling was used to ensure fair representation across sections. Based on a total population of 15 teachers and 536 Grade 10 students, as recorded in the DepEd Learner Information System (LIS), the suggested sample size was determined using the Raosoft sample size calculator, with a 5% margin of error, to ensure representative and statistically valid results. Out of the total population of 536 students, the computed sample size was 225.

Research Instrument - The study used two survey instruments: one for teachers and one for students. The researcher-made questionnaire measured the frequency and strategies of integrating current events into classroom instruction of the teachers. Meanwhile, the student interest questionnaire was adapted from the Intrinsic Motivation Inventory (IMI)—Interest/Enjoyment subscale and employed a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). It assessed students' interest, enjoyment, and motivation for learning Araling Panlipunan. Both instruments underwent expert validation by three specialists—an Araling Panlipunan teacher, a research specialist, and an education supervisor—to ensure content relevance, clarity, and alignment with the study's objectives. For reliability testing, a pilot study was conducted with 20 non-participating students. The reliability coefficient (Cronbach's alpha) of the original IMI Interest/Enjoyment subscale served as the reference value, typically yielding an internal consistency reliability of 0.78-0.84, indicating acceptable reliability.

Data Gathering Procedure - The study commenced with securing the necessary approvals from the Schools Division Superintendent and the school principal to ensure compliance with institutional and ethical protocols. Once approval was granted, informed consent forms were distributed to participating teachers, and students received assent forms along with parental consent forms to ensure voluntary participation and ethical compliance. Following this, teacher surveys were administered to collect data on their integration of current events into the Araling Panlipunan 10 lessons. In contrast, student questionnaires, designed to measure interest in Araling Panlipunan 10, were administered simultaneously. Data were collected over five days, during which all completed surveys and questionnaires were carefully collected, coded, and tabulated for statistical analysis to assess the correlation between teachers' integration of current events and students' interest in learning Araling Panlipunan 10.

Statistical Treatment of the Data - To analyze the data, both descriptive and inferential statistics were used. To describe the teachers' integration of current events and the students' interest in learning Araling Panlipunan, the weighted mean was used. Moreover, to determine the relationship between the two identified variables, Pearson's product-moment correlation coefficient (Pearson's r) was employed.

Ethical Considerations - This study adhered to ethical guidelines to ensure the protection of all participants, consistent with the principles outlined in the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979) and the Declaration of Helsinki (World Medical Association, 2013). Participation in the study was entirely voluntary, with written informed consent obtained from teachers and assent secured with parental consent from students, reflecting the principle of respect for persons. Confidentiality was maintained by using codes rather than names to protect participants' identities, thereby ensuring privacy and minimizing the risk of harm. All collected data were securely stored and were used solely for academic purposes, in accordance with the ethical principle of beneficence. Furthermore, participants retained the right to withdraw from the study at any time without penalty, reinforcing their autonomy and ensuring that their participation was fully informed and voluntary.

3. Results and Discussions

Table 1

Mean Extent of Teachers' Integration of Current Events in terms of Use of news articles, videos, and media resources, Classroom discussions and activities, Assessments and projects, and Connections to real-life issues

Use of News Articles, Videos, and Media Resources	Weighted Mean	Interpretation
1. I use news articles or online reports to introduce new lessons in	4.07	High
2. I show video clips or news features related to current social or political issues.	4.07	High
3. I assign students to collect and analyze news stories connected to our lessons.	4.07	High
4. I use infographics, news photos, or social media posts as discussion prompts.	4.73	Very High
5. I integrate multimedia sources (TV, radio, or online news) to supplement textbook content.	4.73	Very High
Composite Mean	4.33	Very High
Classroom Discussions and Activities		
1. I facilitate classroom discussions about current national or global issues.	3.75	High
2. I encourage students to express their opinions about recent events.	3.75	High
3. I conduct debates or forums related to current issues in society.	3.50	High
4. I relate current events to historical or civic lessons during discussions.	3.75	High
5. I use collaborative group activities to help students analyze current events.	3.00	Moderate
Composite Mean	3.63	High
Assessments and Projects		
1. I include current event analysis questions in quizzes or tests.	3.67	High
2. I assign written reflections about recent news or social issues.	4.00	High
3. I require projects that connect classroom lessons to present-day events.	4.00	High
4. I assess students' ability to relate current issues to historical contexts.	5.00	Very High
5. I evaluate students' critical thinking using outputs based on real news scenarios.	5.00	Very High
Composite Mean	4.35	Very High
Connections to Real-Life Issues		
1. I help students connect current events to their personal experiences or communities.	3.83	High
2. I emphasize how current issues affect citizens' daily lives.	3.58	High
3. I relate classroom topics to social, economic, or political problems in the country.	3.58	High
4. I guide students to identify solutions or actions related to current issues.	4.83	Very High
5. I encourage students to participate in community or school activities addressing real issues.	4.50	Very High
Composite Mean	4.13	High
OVERALL MEAN	4.11	High

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 1 presents the mean extent of teachers' integration of current events, measured by the use of news articles, videos, and other media resources; classroom discussions and activities; assessments and projects; and connections to real-life issues. The overall mean of 4.11, interpreted as High, indicates that teachers consistently integrate current events into their teaching practices. According to Fitchett & Heafner (2020), contemporary issues increase relevance and strengthen students' local understanding. Teachers demonstrate a very high level of integration of multimedia resources, such as news articles, infographics, videos, and online media. Items 4 and 5, both with a mean of 4.73, indicate that teachers increasingly use visual and digital sources to introduce social issues and stimulate discussion. Wright and Lee (2014) argue that exposure to multimedia and digital news enhances students' engagement and improves their comprehension of civic and historical topics. The Partnership for 21st Century Learning (2019) emphasizes that integrating technology strengthens students' media literacy, a key skill reflected in the study's findings. As highlighted in DepEd (2016), frequent use of multimedia sources also aligns with the Department of Education's emphasis on contextualized and relevant resources in the Social Studies curriculum. Teachers extend diverse media to make lessons more relevant, updated, and reflective of real-world contexts.

Teachers demonstrate a high level of facilitation of discussions on national and global issues (mean = 3.75). As noted by Parker (2018), classroom discussion fosters critical thinking, perspective-taking, and democratic participation, findings that align with the study's results. However, collaborative group activities (mean = 3.00, Moderate) are used less frequently. This is remarkable because cooperative learning is strongly connected to improved social reasoning and deeper analysis of issues (Johnson & Johnson, 2018). The reduced use may indicate challenges such as time constraints, classroom management difficulties, or resource constraints. Teachers

effectively discuss current events, but need to strengthen collaborative and student-led activities to enhance interactive learning further. Teachers exhibit a high degree of integration of current events into assessments. Items that emphasize analysis and critical thinking demonstrate strong alignment with performance-based learning. This demonstrates how assessments are used not only to measure knowledge but to develop students' analytical and civic reasoning skills. This is consistent with research indicating that current events promote higher-order thinking, particularly when linked to historical contexts and real-world social issues (Barton & Avery, 2016). Project-based and reflective assessments also enhance students' ability to interpret the impact of real-world problems (Levstik & Barton, 2015). Teachers make extensive use of assessments to connect classroom learning to real, contemporary issues, thereby effectively promoting civic and analytical competencies.

Teachers demonstrate a high level of alignment between lessons and personal, community, and national issues. High mean scores indicate a strong emphasis on helping students identify solutions and participate in school or community activities. This supports Dewey's (1916) philosophy that education should be rooted in real-life experiences and social realities. Modern scholars add that relating Araling Panlipunan lessons to real-life issues strengthens civic engagement and empowers students to take informed action (Westheimer & Kahne, 2004). Some items remain within the "High" range, showing that while teachers connect lessons to students' experiences, consistent application can still be improved. Teachers successfully promote real-world relevance and civic action, though some opportunities to personalize issues to students' contexts remain underutilized. The overall findings indicate that teachers integrate current events at a high level. The strongest practices involve using multimedia resources and designing assessments that connect academic content to real-world issues. Classroom discussions are practical, though collaborative activities can be enhanced. The results support existing studies emphasizing the role of current events in making Araling Panlipunan more meaningful, promoting civic readiness, and enhancing media literacy among learners (Heafner & Fitchett, 2017).

Table 2 presents the mean levels of students' interest in enjoyment of learning, motivation to participate, perceived relevance of lessons, and overall interest in the subject. The overall mean of 4.12, which falls within the High range, indicates that students generally show a strong interest in the subject. Research shows that interest is a key factor influencing student engagement, motivation, and learning outcomes (Hidi & Renninger, 2016). Students indicate a very high level of enjoyment when learning Araling Panlipunan. Items with very high means (4.54 and 4.83) show that students feel happy and look forward to the subject. This suggests that learning experiences are enjoyable and positively perceived. This aligns with Schiefele's (2017) study, which shows that when students find learning enjoyable, they become more engaged and develop a deeper interest in the subject. Enjoyment is also associated with higher intrinsic motivation, which in turn strengthens long-term learning (Ryan & Deci, 2020). Students highly enjoy their Araling Panlipunan learning experiences, indicating a favorable classroom climate and effective teaching strategies. Students show a high level of motivation to participate. They report putting effort into tasks (4.57, Very High) and feeling proud of their performance (4.17, High). However, intrinsic motivation items—such as studying without being told (3.21) and improving performance because lessons are meaningful (3.23)—score lower, falling only under Moderate.

This pattern reflects a typical classroom pattern in which extrinsic motivation (teacher instructions, tasks, grades) is more substantial than intrinsic motivation (personal interest, self-directed effort). Research states that students often participate more when activities are structured but struggle with self-directed motivation (Eccles & Wigfield, 2020). Students are generally motivated but rely more on external encouragement; intrinsic motivation can still be strengthened through meaningful learning tasks and autonomy-supportive teaching.

This dimension shows the highest overall score, indicating that students strongly perceive Araling Panlipunan as relevant to life and society. Very high means (4.35–4.84) reflect that students see how lessons help them understand society, become aware of national issues, and develop responsible citizenship. Barton and Avery (2016) argue that Araling Panlipunan becomes more meaningful when students recognize its relevance to real-life issues, civic responsibilities, and current events, findings that align with the study's findings. When lessons are connected to present realities, students become more aware and engaged (Westheimer & Kahne, 2004). Students strongly

appreciate the real-world value of Araling Panlipunan, indicating that lessons are adequately contextualized and relevant. Students show a high level of overall interest. They pay attention to the news (4.03) and perceive the subject as important (4.84, Very High). This demonstrates that Araling Panlipunan influences students beyond the classroom, encouraging civic awareness and curiosity.

Table 2

Mean Level of Students' Interest in terms of Enjoyment of learning, Motivation to participate, Perceived relevance of lessons, and Overall interest in the subject

Enjoyment of Learning	Weighted Mean	Interpretation
1. I enjoy learning new topics in Araling Panlipunan 10.	4.01	High
2. I find the activities in Araling Panlipunan fun and engaging.	3.97	High
3. I feel excited whenever we discuss new lessons.	4.04	High
4. Learning Araling Panlipunan makes me feel happy and interested.	4.54	Very High
5. I look forward to our Araling Panlipunan classes.	4.83	Very High
Composite Mean	4.28	Very High
Motivation to Participate		
1. I actively participate in discussions during Araling Panlipunan classes.	3.45	High
2. I put effort into completing Araling Panlipunan tasks and projects.	4.57	Very High
3. I am motivated to study Araling Panlipunan even without being told.	3.21	High
4. I feel proud when I do well in Araling Panlipunan.	4.17	High
5. I try to improve my performance because I find the lessons meaningful.	3.23	Moderate
Composite Mean	3.73	High
Perceived Relevance of Lessons		
1. The lessons in Araling Panlipunan are helpful in real life.	4.66	Very High
2. I can relate the topics in Araling Panlipunan to current events.	4.35	Very High
3. What I learn in Araling Panlipunan helps me understand society better.	4.38	Very High
4. The topics we discuss help me become more aware of national issues.	4.50	Very High
5. Araling Panlipunan helps me become a responsible citizen.	4.84	Very High
Composite Mean	4.54	Very High
Overall Interest in the Subject		
1. Araling Panlipunan is one of the subjects I am most interested in.	3.24	High
2. I find myself thinking about topics we learn in Araling Panlipunan even outside class.	3.95	High
3. I want to learn more about the issues discussed in Araling Panlipunan.	3.67	High
4. I pay attention to news or social issues related to our lessons.	4.03	High
5. I believe Araling Panlipunan is important and worth studying.	4.84	Very High
Composite Mean	3.95	High
OVERALL MEAN	4.12	High

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

Although interest is high, the item on Araling Panlipunan, one of their most preferred subjects (3.24), is only Moderate. This suggests that while students value the subject, it may not yet be among their top personal favorites—possibly due to difficulty, heavy content, or preference for other subject areas. According to Hidi and Renninger's (2016) Interest Development Model, students often first exhibit situational interest before it becomes a strong personal interest. Students value and engage with Araling Panlipunan, though there remains room to elevate it into a top-choice subject through more engaging and relevant activities. The students exhibit a high level of interest in Araling Panlipunan 10 as indicated in the results. They greatly enjoy learning, recognize the real-life value of the subject, and show strong motivation to participate. High enjoyment and perceived relevance contribute positively to their overall interest and engagement. Ainley (2017) and Renninger and Hidi (2019) similarly note that relevance and enjoyment are strong predictors of student interest and sustained motivation.

Table 3 presents the correlation results between Teachers' Integration of Current Events and the Students' Interest in Learning Araling Panlipunan 10. The interpretation uses correlation coefficients (r), effect sizes (r²), t-values, and p-values to assess the strength and significance of relationships, as shown in the table. A p-value of < 0.05 indicates a statistically significant relationship. The correlation coefficient (r = 0.359) indicates a positive, moderate relationship, and the p-value (0.001) indicates that this correlation is highly significant. The effect size (r² = 0.129) indicates that 12.9% of the variance in students' enjoyment is attributable to teachers' integration of current events. This suggests that students enjoy Araling Panlipunan more when teachers connect lessons to current events. Using real-world issues, multimedia sources, and relevant examples enhances students' curiosity,

excitement, and overall positive attitude toward the subject. This aligns with research stating that relevance and real-world connections enhance students' enjoyment and engagement (Ainley, 2017; Hidi & Renninger, 2016). When lessons feel meaningful, students experience higher situational interest. Although statistically significant, the correlation is negative, indicating that higher integration of current events is associated with slightly lower student motivation to participate. This may imply that some students feel overwhelmed by discussions of sensitive or complex current issues; some prefer traditional learning tasks to issue-based tasks; and increased cognitive demands may reduce participation among less confident learners. Studies show that when topics are controversial or difficult, students' participation may decrease despite high relevance (McAvoy & Hess, 2013). This explains the negative direction of the relationship. There is no significant relationship between teachers' integration of current events and students' perceived relevance of lessons. This indicates that students already find Araling Panlipunan highly relevant, regardless of how often current events are integrated (as shown in Table 2, Composite Mean of 4.54 Very High). In short, their perception of relevance is already high, so the teacher's additional use of current events does not significantly further influence it. Eccles and Wigfield (2020) note that perceived relevance often arises from students' personal values, community context, and the curriculum itself—not solely from teacher strategies. There is a small but significant positive relationship, suggesting that the integration of current events slightly increases students' overall interest in Araling Panlipunan. This means that students who see more real-world connections develop more curiosity and sustained interest.

Table 3
Correlation Coefficients and p-values for H_0

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Teachers' Integration of Current Events → Students' Interest in Learning (Enjoyment of Learning)	0.359	0.129	1.971	5.744	0.001	Highly Significant
Teachers' Integration of Current Events → Students' Interest in Learning (Motivation to Participate)	-0.210	0.044	1.971	-3.207	0.001	Highly Significant
Teachers' Integration of Current Events → Students' Interest in Learning (Perceived Relevance of Lessons)	-0.082	0.007	1.971	-1.229	0.221	Not Significant
Teachers' Integration of Current Events → Students' Interest in Learning (Overall Interest in the Subject)	0.165	0.027	1.971	2.498	0.013	Significant
Teachers' Integration of Current Events → Students' Interest in Learning	-0.046	0.002	1.971	-0.688	0.492	Not Significant

Legend: p-value < 0.05 Significant

Research supports the view that situational interest in current events can develop into long-term academic interest (Renninger & Hidi, 2019). There is no significant relationship between overall current-events integration and overall students' interest. Overall interest is influenced by multiple factors such as teaching strategies, personal preference, peer environment, and prior knowledge—not solely by the integration of current events. Student interest is multidimensional and cannot be explained by a single teaching approach (Schiefele, 2017).

4. Conclusions and Recommendations

Based on the research findings, the following conclusion was drawn: Teachers demonstrated a measurable degree of integration of current events into their Araling Panlipunan 10 lessons. This integration was evident in news articles, videos, and other media resources; in classroom discussions and learning activities; in the inclusion of current events in assessments and projects; and in the establishment of connections between lesson content and real-life issues. These practices indicated that current events were utilized as instructional tools to enrich classroom instruction. The students exhibited a defined level of interest in learning Araling Panlipunan 10, as reflected in

their enjoyment of learning, motivation to participate in class activities, perceived relevance of the lessons, and overall interest in the subject. The results suggested that students were generally engaged in the subject, particularly when lessons were meaningful and connected to real-life situations. The study revealed a significant relationship between teachers' integration of current events and students' interest in learning Araling Panlipunan 10. This finding implied that increased and meaningful integration of current events in instruction was associated with higher levels of student interest, indicating that current events play an important role in enhancing student engagement in the subject.

In light of the conclusions, the following recommendation is offered: Araling Panlipunan teachers may be encouraged to further strengthen their integration of current events by consistently using diverse media resources, interactive discussions, performance-based assessments, and real-life issue analysis to enhance lesson delivery. Teachers may design learning activities that sustain students' enjoyment, motivation, and interest by making lessons more relevant to students' daily experiences and contemporary societal issues. School administrators and curriculum planners may support teachers through professional development programs and instructional resources that promote the effective integration of current events to improve student interest and engagement in Araling Panlipunan 10. Future researchers may examine additional variables that affect students' interest. Since the integration of current events alone is not a primary predictor, studies may examine the teacher's communication style, classroom environment, technological resources, and prior knowledge of civic issues.

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