

Enhancing Learners' Autonomy and Engagement in a Personalized Learning Approach in Social Studies Classes in Batangas City Private Schools

Lizelle Sonia H. Datingaling, Jonelyn B. Sandoval

College of Teacher Education, Batangas State University-TNEU, Pablo Borbon Campus, Batangas City, Philippines

DOI: <https://doi.org/10.51244/IJRSI.2026.1306000366>

Received: 16 June 2026; Accepted: 22 June 2026; Published: 10 July 2026

ABSTRACT

Student autonomy and engagement have been central to the topic of improving pedagogy. Educators employed technology integration, competency-based progression, and flexibility of the learning environment under a personalized learning approach. However, there was a moderate level of exposure to personalized learning and a moderate manifestation of autonomy and engagement in teaching Understanding Culture, Society, and Politics (UCSP).

To address this research gap, a study aims to develop a learning plan for private schools in Batangas City to enhance their autonomy and engagement. The objectives include assessing the level of exposure to personalized learning, determining the extent of manifestation of autonomy and engagement, testing a significant relationship, identifying respondents' problems and challenges, and creating a learning plan. The study used a mixed-methods approach with an explanatory sequential design, involving 285 Senior High School (SHS) students from Batangas City Private Schools, with five SHS students serving as their school's representatives for the focus group discussion (FGD).

Data collection includes questionnaires and focus group discussions analyzed using statistical tools such as Weighted Mean, Standard Deviation, Pearson's Correlations, and Thematic Analysis. Findings revealed a moderate level of exposure to personalized learning and a significant relationship, indicating that the personalized learning approach is positively associated with enhanced autonomy and engagement. Despite the advantages of the personalized learning approach, learners experienced challenges such as limited alternative assessment options, activities not aligned with their strengths and preferences, broad coverage of topics, hesitation and low academic confidence, and digital distraction. The personalized learning plan outlined learning objectives, topic, learning strategies, goal, resources, timeline, and assessment.

Keywords: Personalized Learning Approach, Understanding Culture Society and Politics, Autonomy, Engagement

INTRODUCTION

Education serves as a foundation for societal progress, which plays a significant role in the development of an individual, community, and nation. It provides a paradigm of how education interplays in each sector of society. In the Philippines, a learner must receive an education from pre-elementary to college to achieve societal standards; learning must be beyond what skills and knowledge are taught in the four corners of the classroom. As education progresses, shifting to student-centered learning is important as students discover

more about themselves while they are in the learning process. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) mandates that a learner-centered curriculum should foster critical thinking, creativity, and engagement.

Engagement is the totality of an individual to respond, react, and interact among others. Students' engagement is vital in the process of learning and teaching where it creates student involvement, autonomous learning, and enhances critical thinking skills. However, when engagement is lacking, students may struggle to absorb content, lose interest in academic tasks, and ultimately perform poorly in assessments. Despite the importance of student engagement and autonomy, the Department of Education (DepEd) Region IV-A in the School Year 2023-2024 National Achievement Test (NAT) result of Batangas City Private Senior High School performance in learning area in Social Science exhibited 58.03 mean percentage score (MPS) which is against the national standard of acceptable MPS of 75%. This alarming data reflects a significant gap not only in content mastery but also in students' active participation and interest in Social Studies, highlighting the urgent need to strengthen autonomy and engagement strategies in the classroom. Correspondingly, according to the Programme for International Student Assessment (PISA) 2022, approximately around 50% of students across OECD (Organisation for Economic Co-operation and Development) countries reported struggling to motivate themselves to complete school works at least once a week and only approximately 60% of students expressed confidence in their ability to motivate themselves to learn independently, in which students struggle in self-regulation and autonomous learning. The findings reflected the persistent challenges in learner autonomy, engagement, motivation, and self-regulation in contemporary education. Hence, the need to foster students to take ownership of their learning experiences in contemporary education, particularly in social studies classes.

Social Studies is a group of school subjects aimed at developing primarily the understanding of society and social relations in students at the elementary and secondary level. In the Philippines, one of the social studies subjects of senior high school student is Understanding Culture Society and Politics (UCSP) where it promotes to deepen the understanding of cultural diversity of the people. Beyond its intellectual appeal, the literature reveals that students that learners are disinterested in Social Studies which impacts lack of motivation to learn, unable to finish subject activities and tasks, limited participation during class discussions (Cosme, 2019). Additionally, majority of students find social studies a boring subject (Crisolo et al. 2021). Consequently, there is no single mode of teaching which learners are expected to learn the same content at the same pace and through similar instructional methods. While such approach promotes uniformity, it frequently overlooks individual differences in learning preferences, styles, interest, needs, and skills. As contemporary classrooms become increasingly diverse, there is a need for instructional approach that provides flexibility, meaningful and relevant to learners' experiences.

Moreover, private schools in Batangas City enjoy a peculiarly distinctive advantage in terms of access to resources and technologies that can help realize the power of personalized learning approach. What is somewhat relatively underexplored is the extent to which these schools have implemented such personalized learning strategies, together with its impact on learners' autonomy and engagement. Although the literature on personalized learning is increasingly prominent, there are specific gaps this research needs to address. First, most of the existing studies have discussed the generalized effects of personalized learning across different subjects and educational levels. Second, there is a dearth of localized research on personalized learning in the context Batangas City private schools. Lastly, as an educator who observes that twenty-first century learners have different learning needs, preferences, styles, interests, and skills, a new learning approach must be considered. Thus, personalized learning approach fits the necessary student needs to understand the subject. Understanding Culture, Society and Politics (UCSP) provides a suitable context for personalized learning approach because of its content linked to cultural identities, political concepts and social realities that encourages the learners to connect with their lived experiences. Personalized learning enables students to relate complex concepts with their real-life experiences and situations that promote active engagement in UCSP instruction.

To address these challenges, education sector needed to improve the student-centered approach and incorporate innovative teaching strategies that engaged students and fostered deeper connection with the subject. Research

emphasized that personalized learning could enhance engagement and autonomy by providing learners with content tailored to their interests and needs. This can increase their motivation to learn, autonomous learning leading to a more enjoyable and fulfilling learning experience (Evanick, 2023). Given these considerations, this study, in general, was conducted to enhance learners' autonomy and engagement in personalized learning approach in Social Studies Classes in Batangas City Private Schools.

METHODOLOGY

Research design

This study used a mixed-methods explanatory sequential design. This design is deemed the most appropriate in this study, as it enables the systematic collection and analysis of both quantitative and qualitative data to describe the current state of the personalized learning approach among respondents. The mixed-method explanatory sequential research design is particularly suitable for assessing the learners' exposure and identifying the problems and challenges in personalized learning experiences. As defined by Creswell & Creswell (2018), this design involves initially gathering and analyzing quantitative data, followed by collecting and analyzing qualitative data to explain further and deepen the quantitative findings. By doing this, the quantitative data serve as the basis for developing the focus group discussion (FGD) guide. The qualitative phase enabled the researcher to gain deeper insights into the reasons behind the quantitative results by identifying learners' experiences, problems, and challenges with personalized learning in Social Studies classes.

Subject of the study

The study comprised Senior High School (SHS) students from private schools in Batangas City who were enrolled in the core subject Understanding Culture, Society and Politics (UCSP). The table below shows the distribution of respondents across private schools in Batangas City.

Table 1. Distribution of Respondents in Batangas City Private Schools

Private Schools in Batangas City	No. of Population	Total number of respondents
School A	402	104
School B	106	27
School C	471	122
School D	61	16
School E	20	5
School F	41	11
Total	1101	285

To determine the sample population of Senior High School students in Batangas City private schools, the study To determine the sample population of Senior High School students in private schools in Batangas City, the study used the Raosoft sample size calculator, identifying 285 students from these schools as respondents for the survey questionnaire. The study employed stratified proportionate sampling to ensure adequate representation of students from all participating schools. This technique was utilized to ensure that every student in the population had an equal and unbiased chance of being selected as a respondent. The total population was divided into six strata based on the participating private schools in Batangas City. Additionally,

six respondents were initially identified in the focus group discussion (FGD); however, only five were able to participate in the FGD due to the non-approval of one participant's school. These respondents were chosen through purposive sampling because they represented the key variations in the survey-questionnaire results, allowing the researcher to gain a deeper understanding of quantitative results and their ability to provide rich and meaningful insights regarding their experiences with autonomy and engagement in a personalized learning approach in Social Studies classes, particularly in the UCSP subject.

Moreover, smaller groups of four to five participants are still considered sufficient for qualitative focus group discussions when participants share relevant experiences, and the discussion is intended to generate deeper insights rather than broad generalizations. The research emphasizes that adequacy of qualitative data is not determined solely by size but by the depth of data obtained and the attainment of saturation within the study's focus (Hennink et al., 2017).

Data Gathering Instruments

The study used a researcher-made questionnaire to gather the necessary information about students' exposure to personalized learning relative to technology integration, competency-based progression, and the flexibility of the learning environment and the extent of manifestation of personalized learning relative to learners' autonomy and learners' engagement and focus group discussion guide, which highlights learners' problems and challenges in personalized learning.

Validation and Reliability of the Instrument

The research instrument was evaluated by experts for clarity, relevance, and alignment with the study's objectives. It underwent validation by three (3) panel members and three (3) subject-matter experts, who provided comments and suggestions that were carefully reviewed and incorporated into the improved version of the instrument. After integrating all recommendations, it was presented to the chairman and adviser for approval to reproduce the questionnaire and was subsequently recommended for administration.

Pilot testing followed, and the instrument underwent a reliability test using Cronbach's Alpha to assess internal consistency before its final administration. Golden Key Integrated School of St. Joseph, Inc., and St. Paul School of San Jose, Batangas, Inc. underwent a pilot test. The questionnaire consisting of 80 items was subjected to reliability testing using Cronbach's Alpha. The results revealed a Cronbach's Alpha coefficient of 0.938 for responses from 30 students, indicating excellent reliability. Since the generally accepted value of Cronbach's Alpha is 0.70, the results indicate that the responses were reliable and that the questionnaire items were appropriate for utilization. These findings justified the final administration of the research instrument.

Ethical Considerations

The study adhered to the following ethical guidelines throughout the research process to uphold and protect the dignity and well-being of the students. The researcher adhered to high ethical standards in pursuit of the research objectives, in full compliance with the Data Privacy Act of 2012, ensuring the protection and responsible handling of all personal information collected. Since Senior High School students were minors, parental consent was secured before they participated in the study. Participation in the study was entirely voluntary, and the identities of the respondents were not revealed in any portion of the manuscript. All data gathered were treated with the utmost confidentiality.

Correspondingly, the students' knowledge, perspectives, and experiences were neither used against them nor disclosed for purposes other than this study during or after the research period. Access to the tabulated data was limited solely to the researcher and the statistician. No identifying information regarding the respondents or their respective schools was disclosed in the presentation of the results. In addition, the transcription and video recordings were accessible only to the researcher, ensuring that all qualitative data sources remained confidential and securely handled during and after the research period.

RESULTS AND DISCUSSION

1. Level of Exposure of Students in Personalized Learning Approach in Social Studies Classes

Table 1. Level of Exposure of Students in Personalized Learning Approach Relative to Technology Integration

Items	Weighted mean	Stdev	Verbal Interpretation
1. I use various digital learning technologies such as mobile phones, personal computers, and smart TVs from school, community, and home to achieve learning goals.	3.31	.78	Moderately Exposed
2. I prefer to have a slides presentation such as power point presentation (PPT), and Canva presentation when studying Understanding Culture Society and Politics (UCSP).	3.28	.80	Moderately Exposed
3. I utilize eLearning Management System (eLMS) in doing homework, activities, quizzes and viewing modules.	3.25	.83	Moderately Exposed
4. I prefer to watch videos from YouTube or any social media when topics are difficult.	2.93	.86	Moderately Exposed
5. I participate in virtual classrooms using online discussion forums and chat groups such as Discord, Google Meet, Microsoft teams, Zoom, and etc.	2.90	.89	Moderately Exposed
6. I use digital applications by setting reminders and deadlines of my activities, projects, and assignments like Google calendar, Microsoft to do, Notes, Trello, and etc.	2.88	.94	Moderately Exposed
7. I prefer to read my lesson by using e-books, online articles, and educational websites.	2.76	.88	Moderately Exposed
8. I use artificial intelligence (AI) applications to gather information and generate project insights.	2.68	.81	Moderately Exposed
9. I use interactive quizzes applications such as quizizz, kahoot, gizmo, etc. when reviewing the lesson.	2.60	.95	Moderately Exposed
10. I use virtual reality (VR) and augmented reality (AR) tools to explore historical events and places such as Meta Quest, Google Cardboard, Google Arts & Culture VR and etc.	2.22	.95	Slightly Exposed
COMPOSITE MEAN	2.88	.41	Moderately Exposed

The data revealed that most of the respondents are moderately exposed to personalized learning approach in social studies relative to technology integration. This implies that majority of the students are moderately exposed to the use of various digital learning technologies such as mobile phones, personal computers, and smart TVs from school, community, and home to achieve learning goals. Since most of the respondents were born into digital native where technologies surrounded them and literally, they used it in their learning process. With the help of various digital learning technologies, it promotes ease of access to educational resources. However, inconsistent use of different digital learning technologies indicates lacking technology-assisted learning and limited technological access that hinder the inconsistency of technology integration. Further, among all the indicators of students' level of exposure in personalized approach in relation to technology integration, respondents are slightly exposed to use virtual reality (VR) and augmented reality (AR) tools to explore historical events and places such as Meta Quest, Google Cardboard, Google Arts & Culture VR and etc. This suggests that while advanced immersive digital learning technologies are available, their integration in UCSP subject is limited. The slight exposure of students in virtual reality (VR) and augmented reality (AR) can be indicated some factors such as lack of virtual and augmented reality teaching aid, lack of teachers' training, lack of curriculum integration, and poor internet connectivity. Despite their potential to provide interactive and engaging learning experiences it hinders the complexity to integrate in teaching and learning process. In the study of Fauzi et. al (2023), the findings implied the need to train and familiarize the educators in using VR for continuously the intention to use it. It is highlighted that when more teachers are deeply knowledgeable in VR, the more students benefit regardless of if the classes are online or otherwise. Incorporating AR and VR in teaching cultural, social and political aspects, especially the historical landmarks have added student's excitement to participate in the class.

Table 2. Level of Exposure of Students in Personalized Learning Approach Relative to Competency-based Progression

Items	Weighted mean	Stddev	Verbal Interpretation
1. Being able to demonstrate the cultural, social, and political concepts through performance tasks such as role playing, One-Act Play, reporting, and etc.	3.22	.81	Moderately Exposed
2. Giving varied examples and real-life situations about the topics in Understanding Society, Culture, and Politics (UCSP) when the teacher asks or when doing the activities.	3.12	.76	Moderately Exposed
3. Having an eagerness to surpass my previous knowledge about the topics discussed by the teacher.	3.12	.75	Moderately Exposed
4. Applying feedback from teachers and peers to improve my skills and understanding.	3.09	.81	Moderately Exposed
5. Getting a passing score on quizzes and quarterly assessment.	3.08	.71	Moderately Exposed
6. Sharing the lessons I learned with my classmates.	2.99	.86	Moderately Exposed
7. Doing self-reflection to elaborate on what learning I have acquired in the subject.	2.92	.88	Moderately Exposed
8. Recalling the lesson without the help of the teacher.	2.92	.82	Moderately Exposed
9. Reciting the previous topic/s before starting a new lesson.	2.91	.87	Moderately Exposed
10. Accomplishing tasks and activities in more depth and at a faster pace (e.g. I am always the first one to finish the activity and task.).	2.79	.83	Moderately Exposed
COMPOSITE MEAN	3.01	.45	Moderately Exposed

The data revealed that majority of the students are moderately exposed in being able to demonstrate the cultural, social, and political concepts through performance tasks such as role playing, One-Act Play, reporting, and etc. This suggests that most of the Batangas City private schools followed engaging and collaborative tasks that students exhibit to see the required knowledge and skills in UCSP. Students are not only engaging in theoretical concepts but rather capable of demonstrating cultural, social and political concepts in an authentic way. These performance tasks allow students to express the concepts, show diverse views, and connect in a real-life situation taken from the UCSP subject. This finding aligns with the study of Le et. al (2014) which students showed evidence of mastery through task performance rather than based on traditional assessment like quizzes. When students internalize the key concepts of culture, society and politics and apply it on themselves, personalized learning achieved. Therefore, the student's ability to perform in achieving competencies set by UCSP subject known to have simulation to foster mastery of learning.

Furthermore, respondents have moderate exposure in accomplishing tasks and activities in more depth and at a faster pace. This suggests that students have an average in completing a task and have a moderate depth of analysis in understanding the topics on cultural, social and political aspects. Student critical thinking skills are being developed but not yet consistently applied across tasks and activities for the possible reasons of limited options in task and activities, inconsistent self-regulated learning, and lack of teacher's feedback that could enhance learning pacing. In the findings of Mehta and Fine (2019) emphasizes that deeper learning is fostered through meaningful, authentic tasks that require critical thinking, collaboration, and application of knowledge in real-world contexts. Applying experiences promotes creative thinking and a sense of pacing skills. Through this, students were being able to achieve a higher mastery of knowledge and skills since the learning would be more personalize.

Table 3. Level of Exposure of Students in Personalized Learning Approach Relative to Flexibility of Learning Environment

Items	Weighted mean	Stdev	Verbal Interpretation
1. I get along with my peers with the same level of learning.	3.07	.80	Moderately Exposed
2. I can learn at my own pace and time.	3.06	.87	Moderately Exposed
3. I learn best through a blended environment (face-to-face class discussions at the same time activities and quizzes are given online).	3.04	.82	Moderately Exposed
4. I engage in learning activities that cater to my learning styles and preferences.	3.04	.81	Moderately Exposed
5. I have an opportunity to collaborate and select my groupmates or peers when doing activities and projects.	3.04	.78	Moderately Exposed
6. I have a choice to choose where I can sit.	2.97	.95	Moderately Exposed
7. I have multiple assessment options such as creating poems, writing essays, storytelling, drawing, composing lyrics, etc. when creating an activity or assignment.	2.92	.87	Moderately Exposed
8. I can choose when to submit my activity/quiz within the deadline given by my teacher.	2.91	.93	Moderately Exposed
9. I have an option to choose what learning materials I'll be using, whether digital learning tools such as e-Learning Management System (e-LMS), AI-Powered Learning Tools, and social media platforms, or traditional handouts and books.	2.91	.89	Moderately Exposed
10. I am free to choose whether I learn cultural, social and political topics individually or through group discussions.	2.90	.77	Moderately Exposed
COMPOSITE MEAN	2.99	.45	Moderately Exposed

The data revealed that majority of the respondents are moderately exposed to personalized learning approach relative to flexibility learning environment. This suggests that there is a need for improvement to maximize the flexibility of their learning. Based on the data, students experienced moderate exposure in collaborative learning, self-paced learning, blended learning, and multiple assessment options. These results show opportunities for personalized learning approach exist but not yet maximized and inconsistently execute in the class. This may be caused by time constraints as teachers only follow the lesson planning pacing, lack of teacher's training to incorporate multiple assessment options to diverse learners, and inconsistent instructional strategy. These attributions are supported in the conducted FGD where students experience limited assessment options that are struggling with activities that are not appropriate with their learning needs. In addition, this finding supports Pane et al. (2017), students who have autonomous learning, several pathways for learning, and multiple assessment aligned with their preferences and strengths has the most exhibited to effective personalized learning.

Even though, flexible learning environment paves the way for more student-centered approach to education, it is undeniable that there are some students who have moderately exposed to choose whether they learn cultural, social and political topics individually of group discussions. The moderately exposure to flexibility particularly in modes of learning may imply that students possess a traditional approach—teacher directed rather than self-directed or collaborative learning. This aligns with the findings of Liu et al. (2016), teacher-directed instruction still plays an important role to promotes autonomy and address different learning needs where scaffolding is necessary to help the students develop their self-regulation. Therefore, autonomous learning doesn't mean removing teacher's guidance but instead facilitating and guiding them in the learning process.

2. Respondent's Extent of Manifestation of Personalized Learning

Table 4. Extent of Manifestation of Personalized Learning in terms of Goal Setting

Items	Weighted mean	Stdev	Verbal Interpretation
1. I set the pace and place of studying in accordance with my own style of learning to achieve my learning goals.	3.28	.79	Moderately Manifested
2. I evaluate my previous knowledge and experiences to set better and more realistic goals (e.g. I got lowest score on the previous activity/quiz)	3.14	.77	Moderately Manifested
3. I define specific learning goals on a daily, weekly, or monthly basis.	3.08	.77	Moderately Manifested
4. I feel empowered to take ownership of my learning journey and make decisions about my academic goals.	3.06	.81	Moderately Manifested
5. I break down big tasks into smaller goals to make learning more manageable and achievable.	3.04	.83	Moderately Manifested
6. I assess my own learning after every lesson discussion.	3.02	.84	Moderately Manifested
7. I take initiative in setting clear objectives, allowing me to independently establish specific goals and work toward achieving them.	3.01	.77	Moderately Manifested
8. I challenge myself to go beyond the minimum requirements in Understanding Culture Society and Politics (UCSP) by setting higher learning expectations.	2.99	.90	Moderately Manifested
9. I create a timeline for achievement to help me track whether the goal is achieved or not.	2.91	.86	Moderately Manifested
10. I set my own deadlines for completing tasks and projects.	2.81	.94	Moderately Manifested
COMPOSITE MEAN	3.04	.46	Moderately Manifested

From this result, students set the pace and place of studying in accordance with their own style of learning to achieve their learning goals which has clearly a moderate manifestation. This implies that to achieve the desired learning goals of the students it must be based on their preferences that allow them to do. This finding reflects the study of Panadero & Alonso-Tapia (2016), noted that learners often rely to teachers' schedules and classroom standards rather than making themselves to regulate their own learning pace. Consequently, while self-directed learning is emerging, it still entails further development to enhance student ownership of academic tasks. Although goal setting immensely becomes an essential skill for the students, it is often practiced in a classroom setting. As most of the respondents moderately manifested on setting their own deadlines for completing tasks and projects. It means that the respondents lack of self-imposed deadlines in their tasks and projects, it can be gleaned that students' complete tasks and projects anytime whatever they want but not consistently in their time management. As a result, low academic output quality and reduced achievement of learning objectives. This supports from the study of Schunk and DiBenedetto (2020), emphasizing that to improved academic achievement, goal setting and time management should be systematic and consistent in the learning outcomes. Similarly, to have a better outcome and sustain motivation, students must consistently use structured planning and goal-setting technique (Aeon & Aguinis, 2017; Wolters & Brady, 2020). Thus, students must improve time management while prioritizing setting their own deadlines and completing tasks and projects simultaneously. Through this, students will maximize their potential to be autonomous in achieving a desired outcome.

Table 5. Extent of Manifestation of Personalized Learning in terms of Motivation

Items	Weighted mean	Stdev	Verbal Interpretation
1. I am interested and feel motivated when discussions and activities are relevant to real-life situation.	3.30	.78	Moderately Manifested
2. I am more focused and determined to complete tasks when they are aligned with my personal goals.	3.28	.81	Moderately Manifested
3. I find the content and activities personally fulfilling and enjoyable.	3.27	.82	Moderately Manifested
4. I urge myself to engage in deep learning and understanding the subject matter.	3.26	.73	Moderately Manifested
5. I am driven to improve my academic performance when I receive feedback from my teacher and classmates.	3.18	.83	Moderately Manifested
6. I am motivated to participate and learn actively that keeps me the sense of belonging in the class.	3.15	.82	Moderately Manifested
7. I feel more enthusiastic about learning when my preferences in activities are considered in the class.	3.14	.81	Moderately Manifested
8. I boost my self-esteem and self-efficacy, leading to greater confidence in my abilities.	3.13	.78	Moderately Manifested
9. I am eager to continue learning when I receive incentives from school, community and home.	3.11	.81	Moderately Manifested
10. I am more motivated to study when technology or digital tools suit my learning style.	3.10	.87	Moderately Manifested
COMPOSITE MEAN	3.19	.50	Moderately Manifested

From the above table, the respondents moderately manifested the motivation in personalized learning approach. This highlights that students felt motivated when their learning preferences were prioritized in the subject of Understanding Culture Society and Politics because of this they are more driven to study in their own. Aside from this, students' motivation came from intrinsic and extrinsic that energizes them to fulfill a task or an activity required by the course. The intrinsic motivation of the students came from their interest, confidence, and excitement to discover more about the lesson. One noteworthy study of Deci, Ryan, & Williams (1996) as cited in Almari, (2019) in Self-determination Theory highlighted that individuals are more motivated and engaged in learning when psychological needs such as competence, autonomy, and relatedness are fulfilled. While extrinsic motivation of the students came from the incentives or rewards that students can get after they achieve their learning goals. Thus, a moderate manifestation of the students in motivation in personalized learning approach should be given emphasis of the education sector to increase enthusiasm and promote independent learning.

Further, there are items in the extent of manifestation in personalized learning in terms of motivation that is the least choice of students which the students moderately manifested in I am more motivated to study when technology or digital tools suit my learning style. This highlights that the moderate level of manifestation could indicate the students recognize the use and integration of technology in enhancing their motivation but not fully maximized nor used in a classroom setting. This supports the study of Beboso & Bual (2022) highlighted the grade 12 student's motivation and perception of learning social science are addressed when schools effectively provide and review their interactive learning strategies. Hence, interactive learning strategies play a significant role in driving student's learning. In personalized learning, those are digital learning technologies which are helpful for the students to accomplish the task that motivates them to finish ahead of time.

Table 6. Extent of Manifestation of Personalized Learning in terms of Cognitive Engagement

Item	Weighted mean	Stddev	Verbal Interpretation
1. I use background knowledge effectively to absorb and process current lessons.	3.28	.71	Moderately Manifested
2. I make efforts to understand deeply about culture, society and politics and persist studying over a long period.	3.18	.80	Moderately Manifested
3. I make connections between different subjects to deepen my understanding.	3.18	.84	Moderately Manifested
4. I connect new knowledge to real-life situations and experiences.	3.14	.82	Moderately Manifested
5. I put newly learned creative thinking skills into practice.	3.08	.77	Moderately Manifested
6. I relate historical events, concepts, or theories to current topics in Understanding Culture Society and Politics (UCSP).	3.03	.85	Moderately Manifested
7. I raise questions to my teacher when topics are difficult.	2.95	.91	Moderately Manifested
8. I easily answer an open-ended question (e.g. how society develops, and why does culture differ from one another) through discussions and activities.	2.94	.84	Moderately Manifested
9. I understand the lessons even with less supervision from the teacher.	2.83	.80	Moderately Manifested
10. I either give up or study only the easy parts when lessons/activities are difficult.	2.68	.91	Moderately Manifested
COMPOSITE MEAN	3.03	.45	Moderately Manifested

The data revealed that majority of the respondents are moderately manifested in personalized learning in terms of cognitive engagement. a moderate level of manifestation to cognitive engagement may be attributed to varying learner's interest, limited opportunities for higher order thinking skills and lack of instructional strategies that support students background knowledge. These implications needs for intervention for lesson planning such as identifying students' interest and fitting assessment to learning needs, so that they engage better in classroom discussions and activities. In the study of Dong, et.al (2020) showed that students with greater prior knowledge experienced lower cognitive load, which in turn allowed them to engage more deeply with learning tasks cognitively (e.g., by using effective strategies and self-regulation). Moreover, students either give up or study only the easy parts when lessons/activities are difficult and understand the lessons even with less supervision from the teacher were the lowest rated among the ten indicators which also falls to moderately manifested. This implies that students were likely to set aside those difficult tasks and much preferred the easy ones. When this happens, there is a potential decrease in cognitive engagement among the students. This supports the study of Borup et. al (2020), cognitive engagement is the mental ability of students that is directed towards productive involvement in learning activities such as attention, focus, questioning, thinking critically, and problem-solving.

Table 7. Extent of Manifestation of Personalized Learning in terms of Emotional Engagement

Item	Weighted mean	Stdev	Verbal Interpretation
1. I feel that the assessments and feedback support my learning needs and goals.	3.28	.75	Moderately Manifested
2. I am excited to open a new topic in the discussion.	3.25	.80	Moderately Manifested
3. I enjoy participating in collaborative and individual activities before and after discussions.	3.22	.76	Moderately Manifested
4. I am satisfied and happy when my learning style prioritizes over the others.	3.14	.81	Moderately Manifested
5. I am inspired to take action on social and political issues after learning about them.	3.12	.81	Moderately Manifested
6. I feel valued when my perspectives on cultural, social and political matters are acknowledged.	3.10	.86	Moderately Manifested
7. I am more motivated and engaged when I have choices on how I demonstrate my learning in cultural, societal and political concepts (e.g. I want to do reflection paper, I want to create blogs to transfer my learning, I want to discuss it in the class and etc.)	3.03	.86	Moderately Manifested
8. I take pride in my academic progress and celebrate my achievements, no matter how small.	3.02	.85	Moderately Manifested
9. I am more enthusiastic when lessons incorporate multimedia, simulations, or role-playing.	2.93	.80	Moderately Manifested
10. I feel emotionally secure in expressing my viewpoints on cultural and political issues without fear of judgment.	2.89	.84	Moderately Manifested
COMPOSITE MEAN	3.10	.46	Moderately Manifested

It can be gleaned from the table that the students demonstrated a moderate manifestation of personalized learning in terms of emotional engagement. Students who took the subject--Understanding Culture, Society, and Politics are emotionally inclined in the learning process, indicating that the subject matter are relevant and meaningful to their personal experiences and social contexts. Students felt that the assessments and feedback support their learning needs and goals. Parallel in the present study, Mayordomo et al. (2022) found that constructive and goal-oriented feedback promotes students' sense of validation and support that significantly influences their emotional engagement. Although the personalized assessments and feedback support the student's learning needs and goals it is undeniable that it is not fully manifested by them. Therefore, educators must refine and improve the implementation of personalized learning to fully maximize students' emotional engagement in personalized contexts. Furthermore, the moderate manifestation of emotional security in expressing their viewpoints on cultural and political issues without fear of judgment points out that some students may still feel hesitant and anxious when engaging in the class, especially in a particular sensitive discussion that is opposing with their beliefs. This suggests that although students provided to voice their opinions others may not perceive a classroom with a fully safe space for expressing themselves. Thus, emotional engagement may decline and result in fear and criticism. Similarly, Kahu and Nelson (2018) noted that emotional engagement is strongly shaped by students' perceptions of safety, belonging, and teacher support. When these conditions are weak, students' emotional engagement tends to decline.

Table 8. Extent of Manifestation of Personalized Learning in terms of Social Engagement

Item	Weighted mean	Stdev	Verbal Interpretation
1. I like to participate in different activities and lessons that boost my self-confidence and catch my interest.	3.27	.81	Moderately Manifested
2. I actively participate when my teacher uses interactive games related to the lesson.	3.25	.80	Moderately Manifested
3. I engage actively in group discussions, contributing my ideas and gaining insights from my peers.	3.10	.82	Moderately Manifested
4. I collaborate with my classmates on different cultural, societal, political research projects and activities with the use of digital platforms like social media.	3.08	.85	Moderately Manifested
5. I take part in interactive learning activities that involve role-playing and teamwork.	3.04	.89	Moderately Manifested
6. I engage in peer mentoring and tutoring to help my classmates succeed and understand the topic.	3.01	.86	Moderately Manifested
7. I like to join when the activities and tasks require using technology.	2.95	.90	Moderately Manifested
8. I take the initiative to lead when there are group discussions and activities.	2.83	.95	Moderately Manifested
9. I share my personal experiences and perspectives on political and social topics during class discussions.	2.73	.92	Moderately Manifested
10. I participate in classroom debates about the topics in culture, society and politics.	2.67	.98	Moderately Manifested
COMPOSITE MEAN	2.99	.52	Moderately Manifested

Students rated “I like to participate in different activities and lessons that boost my self-confidence and catch my interest.” as moderately manifested. a moderate manifestation may be ascribed to inconsistent varied classroom activities, difference in learner participation, and irregular use of varied instructional strategies. These implications the need to enhance student’s assessment design to accommodate individual differences. This is given emphasize in Self-determination Theory which posits that an individual’s engagement and motivation are influenced by the extent of psychological needs—autonomy. When students feel a lack of participation, thereby autonomy learning experiences may decrease and result to moderate level of participation in classroom activities and task. The study emphasized that engaging and learner-centered activities contribute to increased interest and involvement in learning tasks, thereby strengthening students’ self-confidence (Bond et al., 2020; Zainuddin & Perera, 2019). Therefore, teachers should continue the existing different activities that drive the students to be involved in the class as well as to enhance the lesson planning which directly piques the curiosity and interest of the students. Moreover, students rated “I participate in classroom debates about the topics in culture, society and politics.” and “I share my personal experiences and perspectives on political and social topics during class discussions.” as moderately manifested. This reluctance may be attributed to factors such as misunderstood by their peers, fear of judgement when their views and opinions misconstrue and differ from others, and low self-confidence in expressing their point of view. In addition, some

of them may have limited prior exposure to debates and discussions in the topics of culture, society, and politics. To support this claim, empirical studies have shown that students' fear of judgment and lack of psychological safety significantly reduce their willingness to speak during classroom discussions and debates (Bond et al., 2020; Hess, 2018). Moreover, limited opportunities for prior exposure to dialogic and debate-oriented activities hinder students' confidence and competence in engaging with controversial social and political issues (Kahne et al., 2016).

3. Significant Relationship Between the Respondents' Level of Exposure to Personalized Learning Approach and Manifestation of Autonomy and Engagement

Table 9. Relationship Between Level of Exposure (technology integration) and Manifestation of Autonomy and Engagement

Variables	p-values	Computed r-values	Interpretation	Decision on Ho	Verbal Interpretation
Autonomy					
Motivation	.000	.387	Moderate positive relationship	Reject	Significant
Goal setting	.000	.325	Moderate positive relationship	Reject	Significant
Engagement					
Cognitive	.000	.336	Moderate positive relationship	Reject	Significant
Emotional	.000	.406	Moderate positive relationship	Reject	Significant
Social	.000	.412	Moderate positive relationship	Reject	Significant

Coefficient of correlation (r): ± 1.0 (Perfect relationship), $+.78$ to $.99$ (Very Strong relationship), $+.51$ to $.75$ (Strong relationship), $+.28$ -.50 (Moderate Relationship), $+.11$ to $.25$ (Weak relationship), $+.01$ to $.10$ (Very weak relationship), $.00$ (No relationship)

It can be gleaned from the table that there is a significant relationship between the students' level of exposure in technology integration and manifestation of autonomy relative to motivation and goal setting. Therefore, the null hypothesis is rejected. As a result, it can be inferred that technology integration affects the students' autonomy in motivation and goal setting because students nowadays are more into technology and always use their gadgets for a long period of time. In personalized learning approach, technology integration contributed a positive impact to the students to be motivated and achieve their goals. In this approach it utilizes a variety of technological tools to adjust instruction to each student's unique needs and interest. Therefore, it significantly plays a positive effect in the role of learning process.

On the other hand, the level of exposure in technology integration was found to have a significant relationship to student's engagement. This confirms that students tend to engage when technology is integrated. Consequently, their cognitive, emotional and social engagement are more likely to enhance as they are being exposed to it. Within personalized learning, engagement really matters to personalize the instruction as it indicates what level of engagement can be adjusted. This suggests that teachers, being the facilitator of the learning process, should choose the best and appropriate technological learning tools in making more engaging in the class. The use of technological learning tools should pique student's curiosity, excites and motivates them, and allows to collaborate in the learning process. This finding is supported by the study of Schindler et al. (2017), which emphasized that the integration of educational technology is significantly linked to increased student engagement particularly in cognitive, emotional, and social participation in learning process. The study revealed that those who are in the higher education classrooms exhibited that technology-integration activities such as interactive platforms, collaborative digital tools, and multimedia resources can stimulate students' interest, sustain motivation, and encourage active participation in learning tasks.

Table 10. Relationship Between Level of Exposure (competency-based progression) and Manifestation of Autonomy and Engagement

Variables	p-values	Computed r-values	Interpretation	Decision on Ho	Verbal Interpretation
Autonomy					
Motivation	.000	.445	Moderate positive relationship	Reject	Significant
Goal setting	.000	.431	Moderate positive relationship	Reject	Significant
Engagement					
Cognitive	.000	.441	Moderate positive relationship	Reject	Significant
Emotional	.000	.495	Moderate positive relationship	Reject	Significant
Social	.000	.434	Moderate positive relationship	Reject	Significant

Coefficient of correlation (r): ± 1.0 (Perfect relationship), $+ .78$ to $.99$ (Very Strong relationship), $\pm .51$ to $.75$ (Strong relationship), $\pm .28$ -.50 (Moderate Relationship), $\pm .11$ to $.25$ (Weak relationship), $\pm .01$ to $.10$ (Very weak relationship), $.00$ (No relationship)

Table 10 displays the results of a moderate positive relationship between the level of exposure in competency-based progression and manifestation of autonomy and engagement in personalized learning. It indicates that there is a significant relationship between competency-based progression relative to motivation and goal setting, therefore the null hypothesis is rejected. This suggests that students who exhibited mastery of learning in understanding the context of cultural, social, and political concepts through individual and group assessments such as performance tasks, standardized assessments, relating topics from their experiences, peer tutoring, and differentiated activities—tend to feel more motivated and urge themselves in deep learning. As a result, they are more likely to take initiative in improving their academic performance and achieving their learning goals. These findings are parallel by a local study of Adlit & Adlit (2023) emphasizing the efficacy of differentiated assessment practices—which adapt instruction and assessment to meet individual student needs—promote self-efficacy, create an inclusive classroom culture, and allow for personalized feedback and instruction. The study also highlighted that the used of competency-based progression helped support diverse learners, increased motivation, and improved understanding of UCSP concepts by addressing individual strengths and learning needs. Additionally, personalized instructional practices such as differentiated assessments and tailored feedback were perceived to enhance student engagement and learning outcomes in social studies education.

Further, a moderate positive relationship between the level of exposure in competency-based progression relative to cognitive, emotional, and social engagement was significantly related, hence, null hypothesis is rejected. Indicating that when students demonstrate the targeted knowledge and skills that focus to mastery and performance goals tend to increase student’s engagement in the teaching-learning process. Therefore, they can advance their mastery of learning in a specific topic. This finding suggests that it is needed to continue and improve the suitable competency assessment based on the student’s learning needs and goals. One of the notable competency assessment based from a local study of Soriano et al. (2024) found that when student’s cultural practices and personal experiences are highlighted in the teaching of Understanding Culture, Society and Politics (UCSP), their academic performance and engagement tends to improve. Within personalized learning, integrating student’s individual contexts and personal experiences into UCSP can strengthen cognitive, emotional, and social engagement by making learning more relevant and meaningful to their everyday lives.

Table 11. Relationship Between Level of Exposure (flexibility of learning environment) and Manifestation of Autonomy and Engagement

Variables	p-values	Computed r-values	Interpretation	Decision on Ho	Verbal Interpretation
Autonomy					
Motivation	.000	.537	Strong positive relationship	Reject	Significant
Goal setting	.000	.501	Moderate positive relationship	Reject	Significant
Engagement					
Cognitive	.000	.347	Moderate positive relationship	Reject	Significant
Emotional	.000	.491	Moderate positive relationship	Reject	Significant
Social	.000	.448	Moderate positive relationship	Reject	Significant

Coefficient of correlation (r): ± 1.0 (Perfect relationship), $+.78$ to $.99$ (Very Strong relationship), $+.51$ to $.75$ (Strong relationship), $+.26$ -. $.50$ (Moderate Relationship), $+.11$ to $.25$ (Weak relationship), $+.01$ to $.10$ (Very weak relationship), $.00$ (No relationship)

Table 11 presents the relationship between level of exposure in flexibility of learning environment and manifestation of autonomy and engagement in personalized learning approach. The results revealed that there is a significant relationship between flexibility of learning environment in autonomy relative to motivation and goal setting, therefore null hypothesis is rejected. It highlights a strong positive relationship between flexibility of learning environment and motivation. This indicates that students have a choice and voice when choosing variety of learning options, having flexible pacing opportunities and flexible learning modality—blended learning, face- to-face learning, and digital learning in which they're motivated to engage in the learning process. In personalized learning approach, it is significant to allow the students to choose variety of learning options including differentiated activities, blended learning environment, and flexible pacing opportunities where they can learn at their own pace. This is highlighted from the study of Patterson (2016) found that personalizing learning through blended environments provides more time for student engagement with material, increased student interaction, and the incorporation of additional resources. Additionally, personalized learning encourages students to manage their learning experience through differentiated instruction and personalized real-time teacher and student feedback that are mixed throughout the learning process (Bahçeci & Gürol, 2016). Thus, giving student's autonomy in the learning process tends them to feel motivated and engage themselves in the activity or in the class.

On the other hand, there is a significant moderate positive relationship between the flexibility of learning environment in relation to cognitive, emotional and social engagement. This indicates that students who are exposed to flexible learning environments such as blended learning modality, differentiated instruction, self-paced instruction tend to demonstrate higher levels of investment in cognitive, more positive feelings towards their learning process, and increased collaboration and interaction with their classmates and teacher. Further, it implies when students given an opportunity to access varied instructional materials, participate in technology-aided instruction, and choose how they will learn, they become more attentive, and invested in learning process particularly in classroom activities. In personalized learning approach, flexibility allows the students to actively construct their own knowledge, express their opinions confidently, and participate actively in the class. Similar in the study of Onyema et al. (2024), the use of personalized learning strategy in teaching and learning of social studies has a positive effect on the students' academic achievement and retention in social studies in the secondary schools.

4. Problems and Challenges of Learners in Personalized Learning

In this section, the FGD revealed several recurring themes categorized into structural problems and learner-level challenges that affect the implementation of personalized learning approach. The structural problems are instructional gaps that limits student-centered and personalizing learning within student's principles. The students who are part of the focus group discussion were requested to share their problems and challenges faced in personalized learning relative to learner autonomy in Understanding Culture, Society, and Politics. The recurring comments underscored "limited alternative assessment options", "activities not aligned with strengths and preferences", "hesitation and low academic confidence", and "random grouping" for student's task and activity. Learners expressed that they have limited options in assessments particularly in performance task. Activities such as painting, songwriting, One Act Play, and essay writing were described as mandatory and uniform for all students, regardless of individual strengths and preferences. Asunori (2024), conducted research that aligns with this finding. The main point of the study found that students had limited choices in learning methods and choosing activities or assignments therefore the perceived autonomy decreased. It is noted that flexible assessments could improve diverse learning preferences. Another study, in line with the students' perspective, is presented by Svenningsen et al. (2018). Svenningsen et al. notes that limiting the students to multiple-choice and true/false assessments could decrease student's opportunities to become critical thinkers. Therefore, when the provided learning methods and strategies do not consider the diverse learning preferences and fail to provide multiple assessments, personalized learning to the students cannot be successfully implemented into practice.

It was stated by one student that, ... "Minsan po wala po kaming ibang option na maaari naming gawin katulad po nung aming task performance na nag-painting kami about sa cultural and societal issue lahat po kami ganon ang ginawa. Pagka po walang option, nahihirapan po sa mga bagay na hindi po kami magaling." While one student mentioned that ... "May pagkakataon na mayroon pong hindi naka-align sa preferences 'ko ganon din po sa aking mga kaklase lalo na po sa task performance. For example, po ay gagawa kami ng kanta sa tema na pag-preserve ng kultura at kakantahin po namin yun kaso nga lang may mga ilang kaklase ako na hindi marunong kumanta at ang kabuuan po nagiging sintonado ang presentation."

While the students mostly derived limited autonomy from personalized learning approach to learn Understanding Culture Society and Politics, they also encountered challenges and difficulties of learning, including broad coverage of topics and overwhelming text-heavy materials. This could hinder the student's ability to learn from their own style and preferences. The challenges faced by the students align with the findings from Gunawardena et al. (2023) explain that broad coverage content, and curriculum demands and difficulties tailoring learning materials make personalized learning complex in practice and sometimes resulted in student's disengagement.

"...Sobrang dami po kasi ng topics sa UCSP kaya nao-overwhelmed po ako. Madaming mga terminologies na kinakailangan tandaan." While, other student said that ... "Masyado pong madaming nakalagay sa presentation na texts kaya nao-overwhelm ako dahil hindi ko na masyado naiintindihan ang lesson dahil ako nga po ay isang visual learner."

Apart from this, students also experience challenges in time management and cramming due to pressure that affects the quality of their academic output. Some students' response that they tend to be motivated to complete tasks only when deadlines are approaching, as the pressure pushes them to act. This often results in rushed output which lacks depth and critical thinking. Additionally, despite being given a week to complete tasks in UCSP, some students admit that they delay working on their assignments, assuming there is still ample time before the deadline. This tendency leads to overlapping submissions, forcing them to rush their output at the last minute.

This suggests that while students demonstrate awareness in their learning responsibilities, they still struggle with self-regulation and time management. This finding emphasizes the importance of integrating personalized learning approach that can support them for better planning, time management strategy, and flexible pacing. Moreso, to enhance the quality of their academic output.

...“Saka po ako na-momotivate na magpasa pagka malapit na ang due date dahil mas napre-pressure po ako at kinakailangan na matapos kaso nga lang dahil nga po minamadali na hindi na sya gaano kaganda ang paggawa at hindi na masyadong napapagisipan ng maayos kasi minamadali na. For example po, sa paggawa ng essay hindi na napapagisipan ng maayos ang maiisagot na sana ay may maiiganda pa po yun.” Other student said ...“Dahil nga po meron kaming one week na submission ng aming mga gawain sa UCSP, minsan hindi ko po agad ginagawa dahil iniisip ko po na matagal pa ang pasahan kaso nga lang po minsan ay nagkakasabay-sabay ang pasahan kaya may pagkakataon na minamadali ko na matapos ang gawain.”

It underscores the importance of self-regulation and time management of the students while they are in the learning process. Similarly, in the theory of Zimmerman (2002), self-regulated learning theory emphasizes the significance of how learners take an active role in their learning through goal setting, self-monitoring, and self-reflection. It also emphasizes that students who have difficulty in managing their time, lack of goal setting, and limited self-regulated learning behaviors may experience challenge in achieving their academic outcome. Thus, students are expected to manage their own learning as they are proactive in achieving their learning goals.

Furthermore, many of the students also highlighted the technological and resource constraints including no internet connection, power interruption, and digital distraction particularly the social media. This finding revealed that technological and resource constraints significantly affect students’ engagement in digital personalized learning. Digital distraction is a notable challenge for students. When students use mobile devices to access their learning materials they also expose to social media that divert attention and reduce concentration in their learning.

These experiences reflect self-regulated learning and controlling distractions, as research shows that since personalized learning places students at the center of their own learning process, it requires them to take greater responsibility in managing their time, controlling distractions, and maintaining focus (Panadero, 2017). By doing and allowing this, students are given more autonomy and flexibility of their learning. Without higher self-regulation, students may struggle to stay engaged, productive, and independent as a result limiting the effectiveness of personalized learning approach. Some of the responses are the following:

One student mentioned that ...“ Lahat po ng aming handouts ay nasa eLMS at madalas po ang mga activities ay sa eLMS din sinasagutan kahit kami ay nasa school, kaya minsan hindi po agad makapagpasa dahil walang internet connection wala pong data.”

Other said that ...“ Madalas po gumagamit kami ng TV para i-present ang lesson, pero kapag nagbrown-out po hindi po nagagamit ang presentation kaya nag-rerelay na lang po kami sa book na kalimitan po nabo-bored ako.”

While one of the students response that ...“Minsan hindi maka-concentrate sa online materials dahil naagaw po ang attention ng social media.”

5. Proposed Learning Plan on How Learners Use Personalized Learning in Social Studies Classes

This personalized learning plan serves as the comprehensive framework that aligns educational objectives and real-world applications that highlight personalized learning approach into teaching and learning process. It will be implemented through student-centered approach by allowing learners to select their learning strategies, actively participate in goal setting, and monitor their progress throughout their learning process. At the beginning of learning unit, learners will identify their learning goals, interests, learning preferences, skills, and strengths. Through that, teachers will collaboratively create a personalized learning plan that is suitable with their learning needs and aligned to course objectives. Further, it offers structured approach of learning objectives, topic, learning strategies, goal, resources, timeline, and assessment which promotes a higher learning engagement, further supporting their efforts to provide a high-quality education.

For easy and full access of the output, follow the link below.

https://drive.google.com/drive/folders/1mbc5vcfH4xXMxKwEw61AR7v_kkco80zF

CONCLUSIONS

1. Students are moderately exposed to personalized learning, particularly in technology integration, competency-based progression, and flexibility of the learning environment.
2. Students demonstrate a moderate manifestation of personalized learning in autonomy relative to goal setting and motivation, as well as in cognitive, emotional, and social engagement.
3. There is a significant relationship between respondents' level of exposure to the personalized learning approach and their autonomy and engagement, indicating that key components of personalized learning in social studies classes positively influence students' autonomy and engagement.
4. Learners' problems and challenges in a personalized approach highlight recurring themes, categorized into structural problems—instructional gaps and learner-level challenges.
5. A proposed personalized learning plan was developed to enhance learners' autonomy and engagement in the personalized learning approach in Social Studies classes.

ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to the following persons who helped her in the completion of the study:

To Dr. Jonelyn B. Sandoval, the researcher's adviser, for her painstaking effort in giving suggestions and advice;

To Dr. Realiza M. Mame, Dean of the College of Teacher Education, for her utmost support and encouragement to finish the study and for her factual treatment of the data as the statistician that yields significant conclusions in this study;

To Dr. Mary Ann C. Abril, Dr. Anna Maria V. Rivera, and Dr. Jennifer Manalo-Cueto, the members of the panel of examiners, for their incomparable help, advice, and suggestions to improve this study;

To the respondents, for exerting effort and finding time to read and answer the research instruments, which paved the way for yielding substantial results and baseline data;

To the researcher's friends and family, for giving her words of encouragement and support to fulfill her study.

To Ms. Mary Jane R. Abrahan, for giving her utmost support for researcher's professional development and for her endlessly understanding when the researcher needed time to complete this study;

Above all, to the Almighty God, who never ceased to love, guide, and protect the researcher, and for giving wisdom and knowledge to accomplish this study.

LS. H. D

REFERENCES

1. Adlit, M.F., & Adlit, M.F. (2023). Exploring the efficacy of differentiated assessment in UCSP: perceptions of senior high school teachers and students on enhancing learning outcomes. *Asian Pendidikan*, 3(2), 29–43. <https://doi.org/10.53797/aspen.v3i2.5.2023>
2. Aeon, B., & Aguinis, H. (2017). It's about time: New perspectives and insights on time management. *Academy of Management Perspectives*, 31(4), 309-330. <https://doi.org/10.5465/amp.2016.0166>
3. Alamri, H. (2019). Effects of personalized learning as an instructional approach on students' self-determination and learning engagement in online higher education. Doctoral Dissertation. Purdue University, West Lafayette, India.

4. Asunori F. (2024). Exploring autonomy support and learning preference in higher education: Introducing a flexible and personalized learning environment with technology. *Education*. Springer. <https://doi.org/10.1007/s44217-024-00111-z>
5. Bahçeci, F., & Gürol, M. (2016). The effect of individualized instruction system on the academic achievement scores of students. *Education Research International*, 1–9. <https://doi.org/10.1155/2016/7392125>
6. Beboso, C.G., & Bual, J., (2022). Students' motivation and perception in learning social science using distance learning modality during covid-19- pandemic. *Asian Journal of Education and Social Studies*, 31(3), 16-28. <https://doi.org/10.9734/AJESS/2022/v31i330750>
7. Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). (2020). Mapping research in student engagement and educational technology in higher education: A systematic evidence map. *International Journal of Educational Technology in Higher Education*, 17(2), 1-30.
8. Borup, J., Graham, C. R., West, R. E., Archambault, L., & Spring, K. J. (2020). Academic communities of engagement: An expansive lens for examining support structures in blended and online learning. *Educational Technology Research & Development*, 68(2), 807-832. <https://doi.org/10.1007/s11423-020-09744-x>.
9. Creswell, J.W., & Creswell, J.D. (2018). Mixed methods procedures. In, research design: Qualitative, quantitative, and mixed methods approaches. (5th ed., pp. 213-246). Los Angeles, CA: SAGE Publications, Inc.
10. Cosme, M. (2019). Impact of Grade 9 Students' Behavior in the Academic Performance in Araling Panlipunan at Wenceslao Trinidad Memorial National High School. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2E).
11. Crisolo, O., Camposano, S., Rogayan Jr. D. (2021). Relevance of social studies in the 21st-century society: students' perspectives. *Journal of Education and Human Resources*. 2(1).
12. Department of Education, Regional IV-A CALABARZON. National Achievement Test for Grade 12 School Year 2023-204.
13. Dong, A., Yung-Jong, M.S., King, R., (2020). How does prior knowledge influence learning engagement? The mediating roles of cognitive load and help-seeking. *Frontiers in Psychology*, 11, 591203. <https://doi.org/10.3389/fpsyg.2020.591203>
14. Evanick, J. (2023). From one-size-fits-all to tailored online education: the advantages of personalized learning. <https://elearningindustry.com/from-one-size-fits-all-to-tailored-online-education-advantages-of-personalized-learning>.
15. Fauzi, W.J., Radzuan, N.R., Rosli A. K., Ngah, E., Romli, A., Wab, R.D., Ahmad, W.A., (2023). Tertiary educators' awareness of and readiness to use virtual reality (VR) in remote online learning. *International Conference on Research in Education and Science*. 256-274.
16. Gunawardena, M., Bishop, P., Aviruppola, K., (2023). Personalized learning: The simple, the complicated, the complex and the chaotic. *Elsivier*. <https://doi.org/10.1016/j.tate.2023.104429>
17. Hennink, M. M., Kaiser, B. N., Marconi, V. C., (2017). Code saturation versus meaning saturation: How many interviews are enough? *Qualitative Health Research*. 27 (4) 591-608 <https://doi.org/10.1177/1049732316665344>.
18. Hess, D. E. (2018). Teaching controversial issues: An introduction. *Social Education*, 82(6), 300–302.
19. Kahne, J., et al. (2016). Redesigning civic education for the digital age: Participatory politics and the pursuit of democratic engagement. *Theory & Research in Social Education*, 44(1), 1–35.
20. Kahu, E.R., & Nelson, K. (2018). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research & Development*. 37(1), 58–71. . <https://doi.org/10.1080/07294360.2017.1344197>
21. Le, C., Wolfe, R., & Steinberg, A. (2014). The past and the promise: today's competency education movement. *Students at the Center: Competency Education Research Series*. Boston, MA: Jobs for the Future.
22. Liu, W.C., Kang, J.C.K., Ryan, R.M., (2016). Building autonomous learners: Perspectives from research and practice using self-determination theory. Springer Singapore.
23. Mayordomo, R.M., Guash, T., Espasa, A., Melo, M., (2022). Perceived feedback and its influence on emotional engagement with feedback in online environments. *Education and Information Technologies*. 27(6), 7947–7971. <https://doi.org/10.1007/s10639-022-10948-2>

24. Mehta, J., & Fine, S. (2019). In search of deeper learning: the quest to remake the American high school. Harvard University Press.
25. Onyema, C., Emeana, B., & Nwakamm, C. (2024). Effects Integrating Personalized learning environment on students' achievement in social studies in secondary schools in imo state. *International Journal of Education, Learning and Development*. 12(4), 1-15. <https://doi.org/10.37745/ijeld.2013/vol12n4115>
26. Organisation for Economic Co-operation and Development (OECD). (2023). PISA 2022 results (Volume V): Learning strategies and self-directed learning. OECD Publishing. https://www.oecd.org/en/publications/pisa-2022-results-volume-v_c2e44201-en.html
27. Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, 422. <https://doi.org/10.3389/fpsyg.2017.00422>
28. Panadero, E., & Alonso-Tapia, J. (2016). How do students self-regulate? Review of Zimmerman's cyclical model of self-regulated learning. *Anales de Psicología*. 32(3), 450-462. <https://doi.org/10.6018/analesps.32.3.219151>
29. Pane, J.F., Steiner, E.D., Baird, M.D., Hamilton, L.S., Pane, J.D. (2017). Informing progress: insights on personalized learning implementation and effects. Santa Monica, CA: RAND Corporation.
30. Patterson, T. (2016). Personalized Learning in Social Studies Teacher Education. Center on Innovations in Learning, Temple University, Philadelphia, PA.
31. Schindler, L. Burkholder, G., Mora, O., Marsh, C., (2017). Computers in education: A meta-analysis of engagement outcomes. *International Journal of Educational Technology in Higher Education*. 14(25), 1-20. <https://doi.org/10.1186/s41239-017-0063-0>
32. Schunk, D.H., & DiBenedetto, M.K. (2020). Motivation and social-emotional learning: Theory, research, and practice. *Contemporary Educational Psychology*. 60, 101830. <https://doi.org/10.1016/j.cedpsych.2019.101830>
33. Soriano, P.P., Abare, M.K., Santiago, J.L. (2024). Learners' cultural practices and its relation to academic performance in Understanding Culture, Society and Politics. *Psychology and Education: A Multidisciplinary Journal*. 18(1), 80-87. <https://doi.org/10.5281/zenodo.10841793>
34. Svenningsen, L., et al. (2018). The impact of decreased instructor attention on student engagement and critical thinking. *Journal of Educational Development*. 45(2), 123-135.
35. Wolters, C.A., & Brady, A.C. (2020). College students' time management: A self-regulated learning perspective. *Educational Psychology Review*. 33(4), 1319–1351. <https://doi.org/10.1007/s10648-020-09519-z>
36. Zainuddin, Z., & Perera, C.J. (2019). Exploring students' competence, autonomy and relatedness in the flipped classroom pedagogical model. *Educational Technology & Society*. 22(3), 176–186.
37. Zimmerman, B.J. (2002). Becoming a self-regulated learner: an overview. *Theory into Practice*.