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Integration of Teachers' Pedagogies and Implementation Practices of Social Studies Curriculum at Elementary School Level

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Abstract
The current curriculum framework encourages students to develop skills and activities through inquiry. Teachers usually focus on fact memorization and expect students to ask questions and give correct answers. This method has to be more intellectually rigorous (Nappi, 2017). Since teachers see the curriculum developer's goals through their own eyes, the discrepancy between the new curriculum requirements and classroom practice is primarily due to their perspective. The objectives of the study were; To find out the teachers' pedagogies and implementation strategies of social studies and also compare the male and female teachers' pedagogies and implementation of social studies curriculum at elementary level. This study used a comparative survey approach, which is better and more practical within the context of quantitative research (Fraenkel et al., 2019). All the elementary school teachers and students were the population of the study at Sialkot district. Sample of the study were one hundred elementary school teachers whereas the students were four hundred. The researchers used a questionnaire that comprised on 20 items. Furthermore, the researchers personally visited the places from where the collected data from the respondents of the study. The study found that the mean responsive values (MRV) from teachers and students show broad congruence, primarily in subject knowledge, communication skills, and curriculum relevance. In conclusion, elementary social studies pedagogies and curriculum implementation practices are primarily practical, with teachers and students reporting positive experiences in subject knowledge, practical relevance, and student inquiry.
Keywords: Teachers' pedagogies, Implementation practices, Social studies curriculum

1. Introduction

The term curriculum originates from the Latin word "curer," which translates to "run." "Curriculum serves as a pathway to achieve objectives" or "Curriculum as a representation of culture." Curriculum contents are designed, and planned activities are executed to meet the requirements for student preparation for examinations and assessments. Teachers predominantly adhere to established routines that primarily focus on the instruction of basic concepts and definitions in science, as presented in textbooks. This approach emphasizes seatwork activities over real-world experiences (Allison & Goldston, 2018).

The current curriculum framework encourages students to develop skills and activities through inquiry. This approach also encourages teachers to use scientific knowledge assessments instead of rote learning procedures and facts (Umar & Noreen, 2021). The curriculum is frequently revised. Despite making the curriculum more inquiry-based and implementing it nationwide, teachers and students need to show signs of inquiry. Teachers usually focus on fact memorization and expect students to ask questions and give correct answers. This method has to be more intellectually rigorous (Nappi, 2017). Since teachers see the curriculum developer's goals through their own eyes, the discrepancy between the new curriculum requirements and classroom practice is primarily due to their perspective.

Teachers who implement the curriculum in real classrooms may overlook vital information because curriculum developers must share their aims, objectives, learning techniques, and knowledge. Sociologists, educators, philosophers, and commissions have endeavored to define "Social Studies." The 1953 Secondary Education Commission report recommended social studies for mid- and high school "meant to cover the ground traditionally associated with history, geography, economics, civics, etc., whose object is to adjust students to their social environment, which includes the family, community, state, and nation, to discover and explain how this adjustment has taken place in the past and how The Education Commission Report (1966) made further claims.

Social studies curriculum types vary. At the elementary stage, this technique may be needed to create a correlational social studies system that includes humans and their environs. Although upper-level elementary school social studies students may learn to approach specific topics as a whole, they should still have a good foundation in history, geology, and civics. This has made social studies a more integral part of our school system. As the name implies, social studies aim to empower students to shape their communities and the world (Martinelle, et al., 2024). They encourage critical thinking, social change, standard good action, cultural diversity, and global awareness.

According to John V. Michaels, "Social studies focus on human interaction with his social and physical surroundings. Social studies focus on human relationships and develop democratic citizenship, the main goal of education." The Social Studies Committee of the School Board (SSCSB) defines social studies as the study of human life in a specific place and time. This is why we use each predicted subject to solve difficulties—a solution to man's constant battle today. Social studies are crucial and affect three areas of life. Personal life comes first. A scientifically knowledgeable person understands healthy living (Marcus, and Pekmezi, 2024). Civic life and social studies are crucial to societal decision-making. Third, social studies are crucial for economic life. Social studies aid career choices.

Textbooks and curricula must match to achieve national goals. Social studies is the basis of the discipline, and its effects on social studies and technology have been thoroughly investigated and published (Oteng, et al., 2023). Teachers in student-centered social studies programs should use suitable approaches and resources to achieve their aims. Social studies education is vital here. Scientifically skilled educators can provide full social development. Somehow, Pakistan's school system needs to strengthen social studies. Ineffective classroom practices, social studies curricula, and school atmosphere contributed to this failure. Social studies could not bore kids. Common social studies subjects like biology, physics, and arithmetic fail frequently, especially in primary school. Elementary school social studies cover physical, inorganic, organic, and biosocial topics. Every aim, purpose, criteria, and benchmark in the national basic social studies curriculum is defined.

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Jamil, Aslam, and Ali (2024) argue that the National Social Studies Curriculum (2006) aims to teach students to think critically, ask questions, and find answers. We emphasize content, process skills, inquiry, problem-solving, and analytical and critical thinking. Three types of competencies are needed for scientific literacy in students. These competencies include learning, doing, and critically thinking about social studies.

A critical review of Pakistan's social studies education shows that we need to organize our curriculum. Physical facilities and social studies curriculum upgrades are needed. Teachers of social studies should emphasize lab work and oppose rote memorization and selective study. The study examined teachers' and students' gender attitudes. The independent variable was student and teacher gender, while the dependent variable was curriculum implementation opinion. This study used a positivist viewpoint and a survey method. A survey was done using the same questionnaire for instructors and students to collect data on elementary social studies teaching methods, infrastructure, testing and grading techniques and materials, subject matter, and textbooks (Mbon, et al., 2020). The current study was delimited to the elementary school teachers and students in the territory of Punjab province. The objectives of the study were; To find out the teachers' pedagogies and implementation strategies of social studies and also compare the male and female teachers' pedagogies and implementation of social studies curriculum at elementary level.

2. Literature Review

Punjab has preschool, elementary, and secondary education levels that attempt to achieve these goals. Any level of education needs a well-executed curriculum to achieve those goals. Execution must be balanced regardless of how well a curriculum of challenge is developed, created, and recorded. Most initiatives' difficulties surface during execution. This essay examines the challenges of integrating the social studies curriculum in Punjabi elementary schools and the educational opportunities and plans for the future. The standard definition of primary education is "training children obtain after number one training and before the tertiary stage.". It has junior and senior ranges. Students at the junior level focus on academics and prevocational skills, whereas at the senior level, they take a more holistic approach with a core, vocational, and non-vocational curriculum to widen their knowledge and perspective. In this work, we examine social studies education and senior elementary training. Execution Curriculum Framework Curriculum implementation involves students, teachers, and others turning a curriculum file into an operational curriculum (Ibeh, 2022). Curricular implementation turns curriculum goals into classroom instruction. Believes that curriculum implementation is the process of turning ideas and theories into real-world lessons. In contrast, others see it as the process by which teachers, aides, principals, parents, and students, as well as their physical and social environments, implement all of the elements in a curriculum report.

"Social studies" denotes "the study of human context." Authors, commissions, and institutions have defined cultural studies differently. Our "general knowledge" curriculum before independence included history and geography but not "social studies.". Gandhi's Basic Education included "Social Studies" in 1937 to teach students personal and social values. The belief following independence was to keep old traditions alive and educate the population to satisfy modern society's needs. The preservation of cultural traditions and customs must promote nationalism. Teach the public a democratic perspective, attitude, etc. Identifying the economic, social, religious, geographical, and political factors that threaten India's unity and integrity is crucial (Mitra, 2017). Such a subject had to be taught in schools to achieve these goals, including comprehending development's social and economic processes.

After independence, it was felt that one should keep old customs alive and educate the population to fulfil modern society's needs. Cultural practices, traditions, and conventions must be preserved to promote nationalism. People must also learn democratic values, attitudes, etc. Equally crucial is determining which economic, social, religious, geographical, and political factors pressure India's unity and integrity. To achieve these goals, including comprehending development's social and economic processes, such a subject had to be taught in school. It was called "Social Studies." It covered all humanistic issues. Commissions, academicians, sociologists, and educators have defined "Social Studies." several times. "Meant to cover the ground traditionally associated with history, geography, economics, civics, etc., whose object is to adjust the students to their social environment, which includes the family, community, state, and nation... to discover and explain how this adjustment has taken place in the past and how it is taking place today." One of several 1953 Secondary Education Commission proposals was to integrate social studies in middle and high school curricula. The 1966 Education Commission Report added more. There are several Social Studies curriculum formats. This method may be needed at the primary stage to create a correlational social studies system that includes humans and their environs. Upper-level elementary school social studies students may learn to approach specific themes as a whole, but they should still have a good foundation in history, geology, and civics. These secondary school electives will prepare students for advanced auxiliary sociology exams (Mbon, et al., 2020). Thus, social studies is now more interwoven into our school system.

The field examines the human condition holistically. The focus is on humans and their complex relationship with nature. Many need-to-know what social studies are. In the words of Tania, "They think that a chunk from history, a slice from geography, some items of civics, and certain references about social implications of economics combined, but treated separately, comprise the field of social studies." This concept must be revised. Not history, geography, civics, economics, etc., but rather their interaction with man and nature. All together, they explain man's clash with nature. It relates "directly to the organization and development of human society and to man as a member of a social group." People call it "dynamic subject." This topic comes from social studies—meaning, nature, and breadth. Integration and convergence of these subjects create social studies. It values group dynamics and meetings over individuals. The "scope" of a topic includes its breadth, depth, variety, interrelationships, and practical applications to human life. Social studies can include every area of human life. It grows more comprehensive over time. "The school mirror of the scholarly finding of the Social Sciences," states James High of social studies' scope. Social scientists organize and combine data to assist pupils of all grades in expressing themselves. This broad subject instils in our kids a love of country and the importance of working together for a better world and peace. Social studies teach pupils humanism, secularism, democracy, and positive worldviews to help them become productive citizens who can face today's and tomorrow's issues (Valk, et al., 2017). As shown in the diagram, social studies cover many fields:

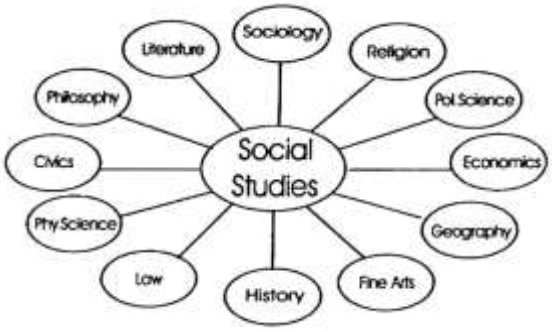

Figure 1: Interdisciplinary approach of social studies

Social studies teaching has several effective methods. This section includes practical coordinators, learning strategies, data writing and presentation tools, and oral and visual activities. Graphic coordinators transcribe geographical reviews of countries with their social systems in social studies. This section includes outlines, networks, charts, maps, layouts, lattices, and wheels to help students organize and present data and findings. İlter (2016) discovered that graphic organizers enhanced spatial reasoning and topic comprehension in social studies lectures.

Explore group and gathering exercises where students work together to achieve learning goals. Cooperative learning frameworks let students feel involved in their classmates' successes. VanRyzin, et al. (2020) found that positive interdependence fosters camaraderie and mutual support, making students more willing to collaborate than compete. Through cooperative learning, students learn communication, leadership, teamwork, and conflict resolution. Students also learn to appreciate other perspectives and work well together (Versland & Erickson, 2017).

Students can practice writing, speaking, and listening through written materials. Essays, data presentations, and discussions help students enhance their communication, knowledge organization, and peer-to-peer discourse. Kioumarsi et al. (2018) in the digital world, students need data literacy to understand massive databases. Written exercises like surveys, polls, and graphic organizers can help students understand statistical principles and research methods (Burke, Poll, and Fiene 2017). This area includes links to written assignments like paper and passage writing, polls, reviews, realistic coordinators, and depictions.

Visual and spoken social studies exercises improve conceptual knowledge, critical inquiry, and communication. We will examine how photos, interviews, and biographies enhance social studies classes by mixing oral and visual proficiency tasks. Because they teach students through auditory, visual, and kinesthetic channels, oral and visual activities appeal to different learning types (Jimola & Ofodu, 2021). Photo, audio, and other visual aids let teachers satisfy the needs of students with different interests and preferences while enhancing their attention to and retention of course material. Social studies students learn concepts with diagrams, maps, and charts. Students can better grasp social phenomena, historical timelines, and spatial relationships when teachers employ visual aids to explain complex information (Lee & Lee, 2018).

3. Research Methodology

This study used a comparative survey approach, which is better and more practical within the context of quantitative research (Fraenkel et al., 2019). The method, as mentioned above, permits the collection of quantitative data to compare male and female educators and to obtain information from a comprehensive sample about pedagogical methods and the implementation of social studies curricula. The population of the study comprised all the teachers and students at elementary level in district Sialkot. The researchers took the sample of teachers (100) and students (400) the sample technique was the simple random sampling techniques from the school that existed in the surrounding of urban areas. The teachers and the students (participants) are those who are teaching and studying respectively to the grade 7^{th} and 8^{th}.

One possible option was to use an integrated questionnaire to evaluate social studies educators' teaching practices and curricular implementation procedures. Researchers also compared the groups using descriptive statistics (mean value score) and inferential statistics (t-test). The questionnaire comprised 20 items irrespective of the demographic information. It was based on two constructs i.e. teaching methodology and content, subject matter and text books; each construct having 10 items as it is mentioned in the following table:

Table 1

S. No.	Content	No. of Items
1	Teaching Methodology	10
2	Content, Subject Matter and Text Book	10

The researchers personally visited the places to collect data from the respondents and also ask to their colleagues for help in data collection. Fortunately, the researches collected data from 500 respondents. The raw data was put into the excel sheet and then imported to SPSS for data analysis. The statistical techniques of mean responsive value, mean score, standard deviation and t-test used.

4. Data Analysis and Interpretation

Analysis of the data were as under in the following tables.

The table shows teachers' and students' mean response values (MRV) for social studies teaching methodology. On a scale, a lower score implies more agreement with each statement. Teachers (1.90) and students (1.83) moderately agree that teachers are prepared to teach 21st-century skills, suggesting that training meets modern educational requirements. Teachers rank their implementation of the student-centered approach at 2.17. Students score significantly higher at 2.31, showing both see some student-centered strategies but need more integration.

Teachers grade themselves highly (1.74), and pupils roughly agree (1.63), indicating strong trust in teachers' topic expertise. Teachers assess their communication abilities at 1.77 and pupils at 1.86, indicating effective but not excellent communication. In statement 5, teachers rate accommodating individual learning styles 2.03, but students rate it 2.35. This disparity may indicate that students think individualized learning is less important than teachers think.

For practical application (using everyday life examples), teachers agree at 1.46 and students at 1.53, indicating that teaching techniques are relevant and contextualized. Teacher ratings of activity-based methods are 1.81, while student ratings are 2.12, suggesting higher hands-on participation. Teachers at 1.93 and students at 2.07 agree on syllabus covering, although comprehension may be poor. Both teachers and students assess encouraging student questions positively (1.43, 1.56), indicating that teachers cultivate an inquisitive environment. Finally, students score curriculum pace higher (2.41) than teachers (2.14), suggesting a disparity in deadline adherence.

Table 2: Mean responsive values of teachers and students about teaching methodology

Sr #	Statement	MRV of Teachers	Statement	MRV of Students
1	I am trained to teach social studies to meet the demands of 21st-century skills.	1.90	Teachers are trained for the teaching of social studies to meet the demands of 21st-century skills.	1.83
2	I use a student-centered approach to teaching social studies.	2.17	My teachers use a student-centered approach to teaching social studies.	2.31
3	I mastered the subject matter and content of social studies.	1.74	My social studies teachers mastered the subject matter and content of social studies.	1.63
4	I have good communication skills.	1.77	May teachers have good communication skills.	1.86
5	I emphasize on learning styles of individual learners.	2.03	My social studies teacher emphasizes the learning styles of individual learners.	2.35
6	I teach social Studies by giving examples from daily life.	1.46	My teachers teach social Studies by giving examples from daily life.	1.53
7	I use activity-based teaching method.	1.81	My teacher uses an activity-based teaching method.	2.12
8	I focus on syllabus coverage and understanding of concepts.	1.93	My teacher focuses on syllabus coverage and needs help understanding it.	2.07
9	I encourage the students to ask questions.	1.43	My teacher encourages the students to ask questions.	1.56
10	I follow the chapter-wise time allocation for teaching social Studies as suggested in the National Curriculum and textbook.	2.14	My teacher followed the chapter-wise time allocation as suggested in the National Curriculum and textbook.	2.41

In conclusion, teachers and students agree on many teaching approaches, although modest variations in opinions reveal possibilities for improvement, notably in individualized learning and interactive teaching. The table shows teachers' and students' mean response values (MRV) for social studies teaching methodology. On a scale, a lower score implies more agreement with each statement. Teachers (1.90) and students (1.83) moderately agree that teachers are prepared to teach 21st-century skills, suggesting that training meets modern educational requirements. Teachers rank their implementation of the student-centered approach at 2.17. Students score significantly higher at 2.31, showing both see some student-centered strategies but need more integration.

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The table shows teachers' and students' mean response values (MRV) on social studies topics. Both groups were asked to make ten statements about curriculum content, teaching methods, and student skills and understanding. Teachers ranked themselves at 1.62 for the statement on teaching using models and real-life situations, somewhat lower than students' 1.77. This demonstrates overall alignment, but professors may see themselves as more practical than students do. Teacher ratings were 2.31, and student ratings were 2.45, indicating a modest agreement that the curriculum meets social studies aims.

Teachers at 2.07 and students at 2.04 said the curriculum focused on problem-solving and critical thinking. Teachers and students had slightly similar MRVs of 2.21 and 2.26 for increasing scientific literacy. Curriculum support for historical awareness follows a similar trend (teachers: 2.25, students: 2.24). With MRVs of 2.37 and 2.35, teachers and students agree that the program supports cooperative learning. Teachers evaluate integration with earlier classes at 2.18 and students at 1.97, suggesting teachers think it is more related than students think.

Table 3: Mean responsive values of teachers and students about subject matter

Sr #	Statement	MRV of Teachers	Statement	MRV of Students
1	I teach the students by showing models and giving examples of daily life.	1.62	My teacher teaches the students by showing models and giving examples of daily life.	1.77
2	The subject matter of social studies is in proper alignment with the curriculum for Social Studies.	2.31	The subject matter of social studies is in proper alignment with the curriculum for social studies.	2.45
3	The social studies curriculum focuses on problem-solving, inquiry, and critical and analytical thinking skills among students.	2.07	The social studies curriculum focuses on problem-solving, inquiry, and critical and analytical thinking skills among students.	2.04
4	This curriculum can produce scientifically literate students.	2.21	This curriculum can produce scientifically literate students.	2.26
5	This curriculum can develop a historical understanding of the physical world.	2.25	This curriculum can develop a historical understanding of the physical world.	2.24
6	The content of the curriculum supports cooperative learning.	2.37	The content of the social studies curriculum supports cooperative learning.	2.35
7	The social studies curriculum is appropriately integrated with previous classes.	2.18	The social studies curriculum is appropriately integrated with previous classes.	1.97
8	The curriculum bridges the gaps between content knowledge and the physical world.	2.35	The curriculum bridges the gaps between content knowledge and the physical world.	2.53
9	Textbooks of social studies for grades VII and VIII are informative and attractive for students.	2.16	Textbooks of social studies for grades VII and VIII are informative and attractive for students.	2.09
10	The language of the social Studies textbook is comprehensive.	1.93	The language of the social Studies textbook is comprehensive.	1.95

Student ratings (MRV 2.53) for bridging knowledge and real-world application were higher than teachers' (2.35), suggesting that students may find the curriculum more relevant. MRVs for textbook informativeness and appeal were 2.16 for teachers and 2.09 for students, suggesting moderate satisfaction. Teachers rated the textbook's language comprehensiveness at 1.93, and students gave it a rating of 1.95. Teachers and students agree that the program promotes practical, analytical skills and real-world relevance. However, students view some areas—like relevance to prior knowledge—as less robust.

Table 4: Comparison of male and female teachers' perception about teaching methodology

Factor	Gender	N	Mean	SD	df	t-test	sig. value
Teaching Methodology	Male	50	.0689	.01782	60	-.267	0.869
	Female	50	.0695	.01892			

The teaching methodology opinions of male and female teachers are shown. In the sample of 50 teachers, men's mean perception score is 0.0689, and women's is 0.0695. Men and women had slightly different standard deviations (SD) of 0.01782 and 0.01892, respectively. Using a t-test, the statistical analysis compares the perceptions of the two groups' teaching methodology. The t-value is -0.267 with 60 df. The high significance (sig.) value of 0.869 and this low value indicate no statistically significant difference in judgements between male and female teachers. The p-value of 0.869 is far above the 0.05 threshold, suggesting that any difference between the male and female perception means may be due to random variation.

The minimum mean difference and high p-value show that male and female teachers share comparable teaching methodology perspectives. Either gender does not affect teachers' perception in this circumstance, or its effect is insignificant. Small standard deviations for both groups show that teachers in each gender group have a similar perception. In conclusion, this table's near mean values and high p-value show that teachers' perceptions of teaching methodology are not generally different. This suggests an agreement or homogeneity in how teachers, regardless of gender, see instructional methods.

Table 5: Comparison of male and female teachers' perception about subject matter

Factor	Gender	N	Mean	SD	df	t-test	sig. value
Subject matter	Male	50	.0431	.02617	60	.968	0.50
	Female	50	.0411	.02272			

Table 5 compares male and female teachers' opinions on subject matter expertise. The sample includes 50 male and 50 female teachers, with means and SDs indicated. According to this table, male instructors have a mean perception score of 0.0431 with a standard deviation of 0.02617 and female teachers 0.0411 with 0.02272. Another row for female instructors displays a mean of 0.0695 with an SD of 0.01892, suggesting a different measure or subgroup within female teachers that may not have been specified in the table but may reflect a secondary component of subject matter perception.

Here, the t-test shows a t-value of 0.968 and a significance (sig.) value of 0.50 for gender perception differences. A result of 0.50 implies that male and female teachers' perceptions of subject matter expertise are not statistically significant. The social

science research criterion is 0.05. We need additional evidence to infer that male and female teachers view subject matter competence differently. Overall, mean scores change somewhat between male and female professors, but the t-test suggests that these differences are not significant enough to indicate a genuine perceptual difference. Both genders have similar confidence in their subject matter expertise, at least in this sample. In this group, gender may not significantly affect teachers' evaluations of their expertise, suggesting gender equality in subject matter knowledge self-assessment.

Table 6: Comparison of male and female students' perception about teaching methodology

Factor	Gender	N	Mean	SD	df	t-test	sig. value
Teaching Methodology	Male	200	.1101	.02415	130	-1.685	.825
	Female	200	.1150	.02330			

Table 6 shows how male and female students perceive a teaching style. It shows N, mean scores, SD, df, t-test findings, and significance value. 200 male and 200 female students were sampled. Females had a slightly higher mean perception score of 0.1150 with a standard deviation of 0.02330 than males at 0.1101 with 0.02415. This modest difference in mean scores shows that females may view teaching methodology more positively than males. This comparison has 130 df, which affects the t-test computation. The t-test yields -1.685. This number is close to zero, suggesting that male and female students have similar perceptions. However, a t-test cannot prove that this difference is statistically significant.

The p-value for this t-test is 0.825. Most educational research requires a p-value of less than 0.05 to declare a difference statistically significant. The p-value is substantially higher than 0.05, indicating that male and female students perceive the instructional methodology similarly. Table 5 shows that male and female students see the teaching style equally, with only slight mean score differences that are not statistically significant. This suggests that gender does not influence students' perceptions of the teaching technique in the sample. The results suggest that both genders evaluate the teaching method equally, confirming its global applicability.

Table 7: Comparison of male and female students' perception about subject matter

Factor	Gender	N	Mean	SD	df	t-test	sig. value
Subject matter	Male	200	.1279	.01853	130	-3.985	.036
	Female	200	.1197	.02321			

Table 7 compares male and female students' views on a topic to determine gender-based variances. In the table, 200 male students had a mean score of 0.1279 and a standard deviation of 0.01853. To examine if male and female students' perception ratings differ statistically, a t-test with 130 degrees of freedom was used.

The t-test result of -3.985 shows that male and female students' subject perspectives differ. A negative t-value suggests that males had fewer positive views on the subject than females (although the test does not expressly ask for female data). At the 0.05 level, this finding is statistically significant, with a p-value of 0.036. Since the p-value is less than 0.05, the perceptual difference between male and female students is unlikely to be random. This suggests that gender may affect how pupils view this topic.

These findings show that educational practitioners may need to consider gender inequalities when planning or presenting topic area content. Understanding why male students have lower mean scores may help educators increase engagement or make the topic more interesting. This table provides insights into perceptions but does not reveal direct causality. To completely understand these perception discrepancies, curriculum content, teaching styles, and other external factors may need to be investigated. The data suggests gender-sensitive changes could close educational perception differences.

5. Findings and Conclusion

The survey found that elementary social studies teachers and students generally approve of the integration of pedagogical approaches and curriculum implementation, with some critical areas of agreement and notable disparities. The mean responsive values (MRV) from teachers and students show broad congruence, primarily in subject knowledge, communication skills, and curriculum relevance. With MRVs of 1.74 and 1.63, instructors and students felt that teachers know social studies content well. Both groups assessed communication abilities positively (teachers at 1.77, students at 1.86), showing that students find teachers' explanations clear and practical.

Teachers' MRVs of 2.17 and students' 2.31 indicate moderate efficacy in student-centered initiatives. These findings show that student-led learning should be prioritized even while teachers are using student-centered strategies. Teachers assessed their success in accommodating diverse learning styles at 2.03, but students rated it at 2.35, indicating a perception discrepancy. Teachers should fully accommodate individual variations, which could affect learning engagement and inclusivity.

Teacher's rate using everyday examples to make social studies more relevant at 1.46, and students at 1.53. This implies that both groups value contextualizing teachings with real-life applications to deepen learning. However, teachers scored themselves 1.81 on activity-based strategies. Meanwhile, students gave a higher MRV of 2.12, indicating that they see fewer interactive learning opportunities than teachers do. This difference may suggest more hands-on, engaging activities to improve learning.

Teachers and students have somewhat positive views of the curriculum's alignment with social studies, with MRVs of 2.31 and 2.45, respectively. Teachers and students rated the curriculum's emphasis on critical thinking and problem-solving 2.07 and 2.04, respectively, showing that both recognize these abilities as part of social studies education but saw room for deeper integration. Teacher satisfaction with textbook informativeness and visual appeal was 2.16, while student satisfaction was 2.09. Overall satisfaction shows the value of the products in supporting curriculum goals.

Teachers and students have similar views on teaching methods regardless of gender. Teachers' mean perception scores were 0.0689 for males and 0.0695 for females, along with a strong p-value of 0.869, indicating that gender does not affect teaching perceptions. Male and female students had similar views of teaching methodology and topic matter, except for one statistically

significant difference. A 0.036 t-test p-value showed that male students had worse subject perception ratings. While both genders regard the instructional style similarly, female students may view it more positively.

In conclusion, elementary social studies pedagogies and curriculum implementation practices are primarily practical, with teachers and students reporting positive experiences in subject knowledge, practical relevance, and student inquiry. Individualized learning and student-centered, activity-based methods can be improved. These changes could make social studies more accessible and engaging by meeting students' different needs and learning styles. The lack of significant gender-based disparities in perceptions suggests that experiences are similar across genders, supporting the inclusive applicability of existing techniques. Addressing male students' slightly lower perception in particular content areas could boost participation overall. The social studies curriculum meets 21st-century pedagogical standards, although targeted adjustments could better meet changing educational needs.

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