



Perceptions and Experiences of 45-Minute Class Periods on Araling Panlipunan Competency among Grade 7 Students

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Abstract

Instructional time plays a crucial role in shaping student learning outcomes, particularly in Araling Panlipunan (AP). Following the issuance of DepEd Order No. 10, s. 2024 under the MATATAG Curriculum, 45-minute periods were adopted by Philippine public schools, creating a debate on their potency on student competencies. This study was conducted to find out what the Grade 7 students and teachers think and what they are experiencing about the effectiveness of the shortened class periods in AP. The researchers followed an explanatory sequential mixed-methods study design, surveying thirty-five Grade 7 students from Metro Cebu and South Cebu and interviewing ten AP teachers from Abellana National High School. The analysis of quantitative data was done using descriptive and inferential statistics, whereas qualitative data were analyzed thematically. The findings revealed that students in general perceived time sufficiency, retention, constraints, and confidence rather neutrally with overall averages indicating no strong agreement or disagreement on these factors. Likewise, teachers have perceived challenges in lesson coverage, as well as student engagement. The research concludes that though 45-minute classes may maintain the students' attention, at the same time they restrict the deeper understanding of the intricate issues pertinent to AP. It suggests that learner-centered approaches such as content chunking, lesson scaffolding, and the use of active participation to one's full advantage can be employed in the limited instructional time so as to optimize it and improve competency outcomes.

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1. Introduction

Instructional time organization has a critical influence on learning among students, especially in areas like Araling Panlipunan (AP). Alo (n.d.) ^[6] made a point that Araling Panlipunan, the term used in the Philippines education system, is equivalent to Social Studies in the international context that needs critical thinking and contextual understanding. According to Kraft and Novicoff (2024) ^[55], longer class sessions tend to encourage deeper learning, yet the majority of Philippine public schools apply typical 45-minute periods due to the implementation of DepEd Order No. 10, s. 2024 of the MATATAG Curriculum. Though widely practiced, few studies have examined how the shorter class period affects certain skills in junior high school students. The current research seeks to fill that gap by investigating how 45-minute class periods impact AP proficiency among Grade 7 students. The study will address the issues at the high schools in Cebu Province about students' capacity to engage meaningfully with Araling Panlipunan (AP) in the 45-minute class period. Research from the World Education Blog (2023) ^[42] suggests that time constraints can result in difficulties for students in comprehending the topic, active participation, and extensive examination of complicated historical and social principles.

Inadequate time may not be sufficient to facilitate active discussion, focused mental activity, or productive interactions among teachers and students. With bigger classrooms and a high teacher-to-student ratio, it is even more difficult to optimize the time on hand, raising concerns similar to those highlighted by Dorn (2015) ^[32] regarding how instructional time interacts with classroom dynamics and student engagement. Such local conditions call into question whether or not the present instructional time for Araling Panlipunan necessarily guarantees academic success or unwittingly restricts students' capacity to be educated in the subject.

The research relies on the assumption that instructional time itself does not guarantee learning. Hattie (2009) ^[48] argues that the effectiveness of instructional duration depends on how it is implemented. Further emphasizing the importance of high-quality teaching methodologies with the presence of student engagement and tailored instruction to meet their learning needs. These include students' backgrounds, the pace of learning, and the classroom environment, rather than merely increasing the amount of time they spend in the classroom. Dorn (2015) ^[32] also argues that effective instructional design and tailored teaching strategies can mitigate the limitations of shorter periods and still enhance student competence.

Effective learner-centered teaching involves the careful planning of strategies that encourage students to be actively engaged, make good use of instructional time, and manage the classroom effectively. Cordis and Pierce (2017) ^[23] found that instructional approaches must be aligned with time constraints to remain effective, especially in subjects requiring analytical depth. If this time organization is maintained, then it is also necessary to evaluate if instructional approaches are appropriate for this short amount of time. This study is important in the sense that it can offer realistic suggestions on how instruction at

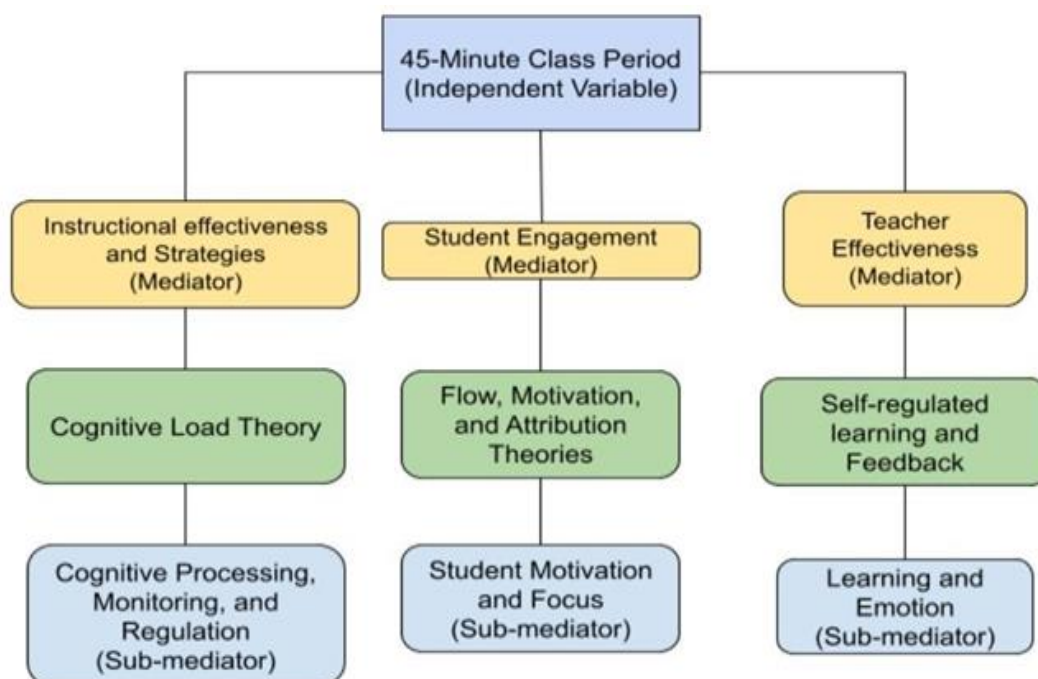
Abellana National High School and other government schools can be enhanced. Through its focus on the interaction among time, class participation, and teaching approaches during 45-minute class periods, the research aims to improve learning achievements in Araling Panlipunan and assist education enhancements.

This study will involve research because it has the potential to guide evidence-based decision-making among school administrators, curriculum developers, and instructional teachers on whether the existing 45-minute class schedule configuration is effective. Dela Cruz (2022) ^[30] highlights how time-of-day and duration can influence student performance. By concentrating on a particular learning environment, the research hopes to establish results that have the potential of enhancing instructional practices and class scheduling, particularly in Araling Panlipunan. Observations about how students react to the 45-minute instructional structure could be extremely informative for local policy and have implications for time allocation norms at other similar institutions.

In sum, though there are existing studies on time allocation in general, there are not many concrete studies on the effects of shorter class periods on particular subject competencies of Philippine secondary schools. Kraft and Novicoff (2024) ^[55] argue that instructional time must be examined not just in quantity but in quality. It is hoped that this study could fill in this gap by closely looking into the case of different high schools in Cebu Province, with the aim of giving practical suggestions for more efficient instruction and learning of Araling Panlipunan.

2. Theoretical-Conceptual Framework

The study is grounded in the following educational theories, selected for their relevance to instructional time, learning processes, and competency development:



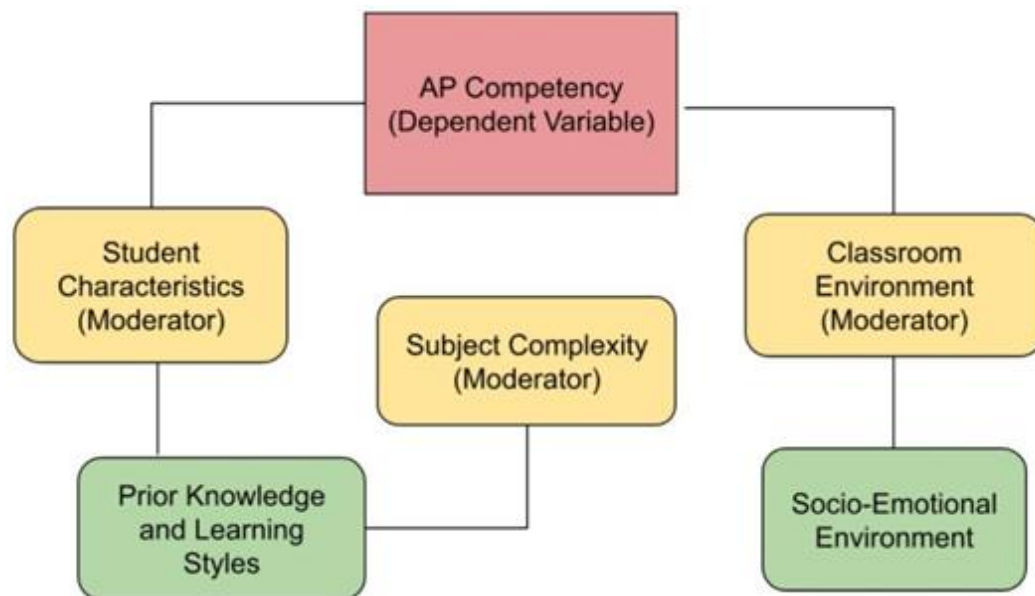


Fig 1: Theoretical and Conceptual Framework

A considerable amount of research substantiates the intricate role played by instructional time as a conditional factor concerning academic achievement. These studies reveal that an increase in instructional minutes is not always accompanied by improved learning results. Instead, the relationship between instructional time and achievement is mediated and moderated by several crucial factors—including the quality of instruction, student engagement, and individual learner characteristics determine the effectiveness of time use in classroom settings (Kraft & Novicoff, 2024; Cattaneo *et al.*, 2016; Fredrick & Walberg, 1980) ^[55, 16, 37].

The research links the theoretical foundation and conceptual framework to the specific context of the DepEd Order No. 10, s. 2024 as it is the foundation of the 45-minute class implementation accompanying the creation of the MATATAG Curriculum launched on August 10, 2023. This republic article aims to decongest the K-12 Curriculum and enhance the literacy and wellbeing of every Filipino learner. The 45-minute class duration was implemented for Elementary until Senior High School in order to streamline instructional efficiency of instruction as outlined in DepEd Order No. 10, s. 2024. Consequently, the subsequent DepEd Order No. 12, s. 2024, introduced further flexibility to the implementation of instruction by presenting more class duration options in the instance that schools cannot follow the circumstances of the former DepEd Order No. 10 s. 2024.

At its core, this research challenges the simplistic idea that “more time equals better learning.” While more instructional time offers greater chances for learning, how effectively that time is used is crucial. This idea comes from the Time-on-Task Hypothesis (Carroll, 1963) ^[15] and Cognitive Load Theory (Sweller, 1988) ^[75]. These frameworks stress that active, focused engagement during learning is more important than just the amount of time spent. Well-structured instructional time enhances cognitive processing and reduces unnecessary load, allowing students to learn and remember knowledge effectively within set limits.

Additionally, varying learning outcomes are clear among different student groups. Not every student benefit equally

from more instructional time. Research indicates that disadvantaged or lower-performing students may gain less from extended periods. This points to the need to consider student traits like prior knowledge, motivation, and learning styles (Fernández & Bovini, 2017) ^[35]; Huebener *et al.*, 2016 ^[51]; Thompson, 2019 ^[80]. These findings support differentiated teaching theories and equity-focused methods that call for tailored approaches to meet the needs of diverse learners instead of simply extending instructional time for everyone.

Furthermore, the importance of student engagement and motivation connects instructional time to academic achievement. Engagement, which includes cognitive, emotional, and behavioral aspects, serves as the key link through which instructional time leads to meaningful learning gains (Tomaszewski *et al.*, 2022; Gettinger & Walter, 2012; Reschly, 2020) ^[72]. Theories such as Expectancy-Value Theory (Eccles, 1983) ^[33], and Motivational Systems Theory (Ford, 1992) ^[40] explain how motivation and the right balance of challenge and skill level help maintain deep engagement. In situations with shorter classes, keeping students motivated and engaged is essential for making the most of the limited time.

Adding more complexity, modern views of instructional time see it as multi-dimensional. It includes allocated time (scheduled minutes), engaged time (when students actively participate in learning), and academic learning time (time spent on relevant academic work) (Dongo & Mahlangu, 2022; Merwe & Hendrik, 2018; Karweit & Slavin, 1981) ^[15]. Non-instructional tasks and classroom management issues often eat away at effective instructional time. Thus, it’s important to think of time in a qualitative way, not just quantitatively. This view is crucial for figuring out the best ways to organize lessons, manage classrooms, and sequence activities to enhance learning, no matter how much time is available.

Cognitive Load Theory (Sweller, 1988) ^[75] provides a critical framework for structuring 45-minute Araling Panlipunan class periods, emphasizing the importance of optimizing working memory capacity to facilitate effective learning. According to this theory, instructional design must reduce extraneous cognitive load by focusing learners’

attention on intrinsic and germane cognitive processes that directly contribute to understanding. Given the limited duration of 45-minute sessions, educators face the challenge of presenting content that is substantial enough to promote meaningful learning, yet sufficiently concise to avoid overwhelming students' cognitive resources. Research indicates that excessive cognitive load impedes information processing and retention, suggesting that lesson plans should prioritize essential concepts and employ strategies such as segmenting content and using clear, focused explanations. This time constraint necessitates not only careful content selection but also intentional pacing and scaffolding to enable students to engage actively with material within the limited timeframe, thus maximizing cognitive efficiency without sacrificing depth of comprehension.

Complementing this perspective is the Time-on-Task Hypothesis (Carroll, 1963) ^[15], which posits that the quantity and quality of time students devote to purposeful engagement with learning tasks directly influence their mastery of the subject matter. From a research standpoint, this hypothesis underscores the importance of maximizing active learning within time to compensate for potential reductions in total instructional time. Empirical studies have demonstrated a positive relationship between the time spent on meaningful academic tasks and improved learning outcomes, suggesting that shortened class periods can still yield significant gains if tasks are purposefully designed to enhance focus and concentration. In this context, task design must be deliberate, incorporating clear objectives, manageable cognitive demands, and opportunities for formative feedback to sustain student motivation and mastery. Together, these two theories offer complementary insights: while Cognitive Load Theory guides the structuring of content to align with cognitive capacities, the Time-on-Task Hypothesis stresses optimizing students' active engagement. Applying both frameworks can inform evidence-based instructional strategies that address the constraints of 45-minute Araling Panlipunan classes while promoting effective and sustained learning.

The combined research offers a clearer understanding of the role of instructional time. It highlights the relationship between time quantity, instructional quality, student engagement, and individual learner differences. Theoretical models that incorporate cognitive, motivational, and constructivist perspectives all emphasize that how instructional time is used matters more than just how much time is given. This holistic view encourages educators and policymakers to focus on teaching strategies that actively engage students, cater to learner needs, and improve time management, especially in settings with shorter class periods like those in many Philippine schools.

Hypothesized Relationships

Direct Effect: The duration of 45-minute class periods directly influences AP competency by affecting the time available for instruction, practice, and feedback. Shorter periods may enhance focus and reduce fatigue but could limit opportunities for in-depth exploration of complex AP topics.

Mediating Effects: Instructional strategies, student engagement, and teacher effectiveness mediate the relationship between class duration and AP competency.

For example, effective strategies tailored to short periods (e.g., chunking content) may enhance competency, while poor engagement may diminish it.

Moderating Effects: Student characteristics, subject complexity, and classroom environment moderate the effect of class duration. For instance, highly motivated students or less complex subjects may benefit more from shorter periods, while larger classes may pose challenges.

The findings are expected to challenge the simple idea that more instructional time uniformly helps all students. Instead, the study will likely show that the effectiveness of instructional time varies among student groups, particularly for those who are disadvantaged or struggling. This variation will require different teaching approaches tailored to the needs of diverse learners. These results will further support ideas that propose personalized teaching to make the best use of limited instructional time.

The research will also focus on student engagement and motivation as critical factors that connect instructional time to real improvements in competency. Engagement adopts a broader scope, encompassing the cognitive, emotional, and behavioral realms. This view gives credence to models that embrace such combined aspects to study instructional time. This will clear the path for understanding motivational and participative conditions toward the enhancement or limitation of learning outcomes from short class periods. Given the challenges of interruptions and classroom management during limited time slots, the study will advocate for examining instructional time from multiple angles, distinguishing between allocated time, engaged time, and academic learning time. This framework will sharpen current theoretical models, stressing not just the length of time but also the quality and focus of engagement during class periods.

The study will support theories that focus on a learner-centered approach, emphasizing active student participation during lessons. It will argue that switching to shorter, 45-minute classes will require careful planning and time management to maintain or improve teaching effectiveness. This paper will also help to open ongoing discussions concerning instructional organization and may offer a series of practical methods to improve learning outcomes, even with a limited time, such as the stated 45-minute subject period.

By utilizing these theoretical perspectives, the proposed research will fill the important gaps in understanding how class periods or class time length affects skill development, particularly the Araling Panlipunan Competency of the grade 7 students. This study will provide useful suggestions for educators and pre-service teachers to look for ways to maximize instructional time at different high schools around Cebu.

This paper, along with its theories, will enrich our understanding of how instructional time impacts academic competency, especially concerning the 45 minutes of instruction for Grade 7 students. Earlier research indicated that, as the length of instructional time increases, academic achievement also tends to increase. However, this study will stress that the true impact depends on how that time is organized and used. It will highlight that the quality of instruction, the amount of time, and the characteristics of students are more important than just the total time spent.

This agrees with theories that point out time-on-task and student engagement as key factors influencing learning outcomes.

3. Statement of the Problem

This mixed-method research intends to assess how 45-minute periods of classes will impact the Araling Panlipunan (AP) competence of Grade 7 High School Students around Cebu Province. More particularly, the research tries to answer the following questions:

1. What is the current level of AP competency among Grade 7 students under the 45-minute class schedule?
2. Is there a significant relationship between 45-minute class period duration and the level of AP competency among Grade 7 students?
 - 2.1. Time sufficiency
 - 2.2. Learning Retention
 - 2.3. Time Constraints
 - 2.4. Learning Confidence
3. What are the perceptions of teachers and students regarding the effectiveness of the 45-minute class periods in teaching Araling Panlipunan?
4. What strategies can be suggested to improve the teaching and learning of Araling Panlipunan under the constraints of a 45-minute class schedule?

4. Methodology

4.1. Research Design

This study employed an explanatory sequential mixed method design, which proceeded in two connected phases. It began with the collection and analysis of the quantitative data, which results are used as the basis for the second phase, the qualitative data (Creswell & Plano Clark, 2018). The researchers implemented both a semi-structured survey questionnaire and structured questionnaire to assess the effect of a 45-minute class period on Araling Panlipunan Competency among the grade 7 students at different high schools in Cebu, both in Cebu City and South Cebu on the month of October up to mid-November, 2025. This method allowed the researchers to examine the research issues with both depth and breadth.

4.2. Sampling Design, Research Respondents, and Environment

This study implemented purposive sampling, it involves the intentional selection of participants based on the researcher's informed judgment about which individuals can best provide relevant data for the inquiry (Patton, 2015) ^[70] total of thirty-five (35) Grade 7 high school students from five public secondary schools in Cebu, Abellana National High School, Sibonga National High School, Aloguinsan National High School, Tejero Night High School, and Lutac National High School, participated in this study. Ten (10) Araling Panlipunan teachers from the same schools were also included as respondents.

The student and teacher respondents answered a separate validated survey questionnaire through Google Forms, in order to assess their experiences and perspective regarding the implementation of the 45-minute Araling Panlipunan class period. The selected schools represent diverse public high school contexts across both Metro Cebu and South Cebu, offering a broader view of how the 45-minute class period is experienced in different educational environments. These schools were purposely chosen due to

its implementation of the 45-minute class period, where adjustments in period time were made as part of the Matatag Curriculum (Department of Education, 2024) ^[31].

4.3. Research Instrument

A questionnaire was crafted to obtain the perception of students and teachers to the implementation of 45-minute shortened class periods on Araling Panlipunan that consist of 23 questions (10 closed, 13 open ended). For students, it was divided into three (3) sections, while teachers answered a separate question.

The first section collected the students' demographic profile, including their average grade in Araling Panlipunan. The second section contained close-ended questions for quantitative data gathering, that was measured using a 5-point likert scale, 5 for "Strongly Agree" and 1 indicating "Strongly Disagree". This design was used to measure the student's perception of the 45-minute class of Araling Panlipunan in relation to retention, lesson comprehension and participation. It also included multiple choices to identify the class length they prefer and the skill perceived to be most affected by the shortened time period. The third section focused on qualitative data gathering that consisted of 5 open ended questions (4 experience, 1 perception) to gather a more detailed description of a student's experience on how the new implementation of 45-minute shortened class in curriculum affects their ability to learn and retain information about the topic. Lastly, a separate set of open-ended questions for teachers was utilized to obtain their professional perspective on the implementation of a 45-minute class that includes their observation of student competency, lesson coverage and their recommendations for improving learning outcomes in Araling Panlipunan.

4.4. Data Gathering Procedure

The data collection began with securing ethical clearance and obtaining formal permission from the participating public secondary schools. After approval, the researcher coordinated with class advisers and Araling Panlipunan teachers to distribute the online survey. The validated questionnaire was administered via Google Forms, which was shared with the purposely selected Grade 7 students along with an explanation of the study's objectives and data privacy guideline. The students were provided informed consent before proceeding to answer. Likewise, the teacher respondents completed a separate Google Forms questionnaire containing open-ended items designed to gather deeper insights into their experiences and perspectives regarding the 45-minute class period. All responses were collected electronically with confidentiality and data privacy strictly observed throughout the process. The data collected were kept confidential and only accessible to the researchers. This includes data collected during both qualitative and quantitative phases of our study and will be used for research purposes only.

4.5. Data Analysis

The study applied a mixed-method approach in gathering data, where both qualitative and quantitative are gathered and analyzed in one study (Creswell & Plano Clark, 2018) ^[22]. The first part of the survey questionnaire, which is the quantitative data, were encoded and processed using descriptive statistics, such as mean, percentage, and

standard deviation, to determine the level of Araling Panlipunan competency among the respondents. To further examine patterns within the data, inferential statistics were utilized, specifically correlation analysis, to assess the relationship between the 45-minute class period and the competency of Grade 7 students.

For the qualitative part, the interview responses were transcribed and analyzed using thematic analysis (Braun and Clarke, 2006) ^[11], a way to identify and interpret meaningful patterns or themes within the data, this is to identify common experiences and opinions among grade seven (7) students regarding the 45-minute class period and the competency of grade 7 students.

Finally, the quantitative and qualitative findings were combined through an explanatory sequential mixed-methods design (Creswell & Plano Clark, 2018) ^[22], wherein, the researchers first collect and analyze

quantitative data, then follow up with qualitative data to help explain or expand on the initial results. By utilizing this method, it allows the researchers to compare and combine different data and understand the effects of the 45-minute class periods on AP competency among Grade 7 students.

4.6. Ethical Considerations

The ethical considerations were secured prior to the conduct of the study to ensure that proper research protocols were observed and achieved by the researchers. The respondents were informed that any data collected would not be disclosed to anyone or used for purposes other than the study, nor in any way that might identify them. The disclosure regarding the purpose and procedures of the study was provided, and informed consent was obtained through the survey questionnaire provided to the participant.

5. Results and Discussion

Table 1: Student Respondents Demographic Profile

Description	Category	Frequency	Percentage
Age	13	27	77.1%
	14	8	22.9%
Sex	Male	30	85.7%
	Female	5	14.3%
Competency	75-79	1	2.9%
	75-79, Below 75	2	5.7%
	80- 84	3	8.6%
	85- 89	10	28.6%
	90- 100	18	51.4%
	Below 75	1	2.9%

Table 2: Descriptive analysis of 45- minute class periods on Araling Panlipunan competency among Junior High School Students (n=35)

Question	Mean	SD	Description
Time Sufficiency			
1. I have enough time in a 45-minute AP class to understand the day's lesson.	3.54	0.886	Agree
2. I feel rushed in AP lessons because of the 45-minute time limit.	3.06	1.136	Neutral
Time Sufficiency Average	3.30	0.699	Neutral
Learning Retention			
1. I can remember (retain) what I learn in AP after the lesson ends.	3.49	0.887	Agree
2. I do additional study at home because AP class time is limited.	3.09	0.919	Neutral
Learning Retention Average	3.29	0.730	Neutral
Time Constraints			
1. Shorter class periods make it harder for me to ask questions and get clarifications.	3.11	1.132	Neutral
2. Homework load for AP increased because there wasn't enough time in class.	3.34	0.968	Neutral
Time Constraints Average	3.23	0.843	Neutral
Learning Confidence			
1. Group activities in AP are effective even with 45 minutes per meeting.	3.23	0.942	Neutral
2. My confidence in answering AP exam questions has improved this school year.	3.51	0.818	Agree
Learning Confidence Average	3.37	0.560	Neutral
Overall Average	3.30	0.485	Neutral

→Strongly Disagree
 1.81 - 2.60 → Disagree
 2.61 - 3.40 → Neutral
 3.41 - 4.20 → Agree
 4.21 - 5.00 → Strongly Agree

Time Sufficiency

Results showed that Junior High students are neutral regarding their standpoint on whether or not the 45-minute class periods are sufficient for Araling Panlipunan. Students agree that they have enough time to grasp a lesson in a 45-minute AP class with an average score of 3.54, however, their feelings about being rushed are more neutral and

varied, bringing the overall average to 3.30 for time sufficiency. Abalgas *et al.* (2024) ^[2] discovered that teachers are usually pressed by the 45-minute limit, hence commonly rushing or cutting their lessons short, which asserts that limited time diminishes depth and completeness of learning, which complements the neutral responses of students in this research. That means that though 45 minutes

may allow the teacher to cover, but probably not fully elaborate on the topic, it may not be enough for full understanding and engagement. With this, AP teachers could reorganize the lessons in 45 minutes with a focused starters' activity, streamlined content delivery, and integrated follow-up tasks to ensure all students can do these within the specified time.

Learning Retention

Results show that, on average, students are indifferent to learning retention in a 45-minute AP class, with a mean of 3.29. This implies that while classroom learning is effective for some students, others feel the time limit may not allow long-term understanding and recall. According to Csaba *et al.* (2025) ^[24], retention likely takes place but is not consistent across all learners, which also means that the depth of processing during the 45-minute period may vary depending on the difficulty and pace of the lesson. According to another study by Wang (2016), retention improves when students have repeated opportunities to review or practice skills, not just one exposure during class, which explains that students learn better when they have more time and more opportunities to interact with the material because repeated practice leads to stronger long-term mastery. In other words, when learning time is limited, retention may weaken since students do not get enough processing and reinforcement during class. It aligns with the neutral responses in the study, where some students may remember topics, but others need extra time outside the class to fully retain the lesson. In order to enhance retention in a 45-minute setup, teachers can embed short review activities or quick practice exercises at the end of each lesson to reinforce key ideas.

Time Constraints

Results show that students remain neutral toward the time constraints brought about by the 45-minute AP classes with an overall mean of 3.23. This would suggest that while classroom activities continue to unfold, some learners feel

that discussion and clarification are rushed or shortcut. Thus, for learners who need more explanation, it is not always that questions are raised, especially for lessons which are content-heavy. According to Davis (2017) ^[29], the “shrinking instructional time forces to emphasize coverage at the expense of discussion, leaving ‘very limited room for questions, interaction, or deeper student engagement. Hence, when teachers are pressured for time, they either summarize lessons or rush through activities at the expense of deepening discussion and engaging students meaningfully, which intercorrelate the neutral responses in the study that learning continues to take place, but at times is compressed to fit the 45-minute period. To address these time limitations, AP teachers could integrate quick clarification strategies, short formative checks, or follow-up activities that allow learners who need more time to ask questions and process the lesson beyond the class period.

Learning Confidence

Results showed that students are neutral in their confidence about learning in 45-minute AP class periods, with an overall average of 3.37. They somewhat agree that their confidence in answering exam questions has improved, yet remain neutral about whether group activities in AP are fully effective in that time. This mixed result shows that while students feel a measure of improvement, they are not uniformly confident that the 45-minute format supports all aspects of their confidence in learning. Vacalares *et al.* (2023) ^[1] found that students' self-confidence in classroom settings is significantly affected by error-apprehension and limited opportunities to engage deeply, which suggests that time and format constraints may taper confidence as much as capability. Thus, when students feel rushed or see little chance for interaction, their confidence wavers despite competence. In order to firm up learning confidence within the 45-minute period, AP teachers can insert quick group reflections, low-pressure peer feedback, and clear expectations at the start of the lesson so that students feel more secure and capable during class activities.

Table 3: Thematic Analysis of Students' Responses

Collating Codes	Themes
Expedited Learning- R3 Too Fast Lessons- R5 Short Time Study Period on Long Lessons- R15	Inadequate Time for Comprehension and Engagement
Rushed Learning- R10 Inadequate Understanding- R23 Unable to Listen Clearly- R30	Negative Impact on Understanding
Breaking Down Parts of Lesson- R8 Need to be Fast- R30 Reviewing More at Home- R28	Adaptation and Motivation Despite Time Limit
Studying at Home- R14 Duration Affects Teaching, not Studying- R19 Needs More Home Study- R20	Independent and Strategic Study Habits
Shallow Understanding due to Class Duration- R8 Can Understand Despite Class Duration- R15 Listening Intently Leads to Learning- R27	Developing Learning Resilience
Schedule Conflict- R8 Unfinished Lessons- R28 Difficult to Remember Lessons- R35	General issues and Pacing
Pressured Class Duration- R5 Insufficient Class Duration- R15 Rushed Class Schedule- R20	Instructional Engagement and Classroom Experience
Lower Grades- R10 Time Management- R28	Academic Performance and Learning Outcomes

This section presents the thematic analysis of students' responses regarding their learning experiences under the 45-minute class schedule of the Matatag Curriculum. Their answers were obtained through open-ended questions designed to explore how shortened instructional time influences their comprehension, study habits, engagement, and overall academic performance. Through systematic coding, patterns in their experiences became evident, revealing how students perceive the pace of lessons, the depth of understanding they achieve, and the coping strategies they develop to manage limited time. From this analysis, eight (8) emergent themes were identified, namely: (1) inadequate time for comprehension and engagement, (2) negative impact on understanding, (3) adaptation and motivation despite time limit, (4) independent and strategic study habits, (5) developing learning resilience, (6) general issues and pacing, (7) instructional engagement and classroom experience and (8) academic performance and learning outcomes.

Theme 1: Inadequate Time for Comprehension and Engagement

Inadequate time for comprehension and engagement restricts the depth of learning and inhibits students' ability to process or apply concepts in a meaningful manner. Shortened lessons often restrict opportunities for inquiry, clarification, and reflective discussion, leading to superficial comprehension (Anderson & Krathwohl, 2018) ^[3].

"Um, actually it feels quick so it's harder to really learn new stuff. like we just touch on things instead of really getting into them. - R3

"Too short to fully understand new lessons, especially if the topic is complex. For example, when we discussed the causes of World War I, we only had enough time to cover the main points, and we couldn't go deeper into how alliances and nationalism played big roles." - R5

"It affects us studying in a short time period when a historical lesson is so long." - R15

Students often say they feel pressed, struggling to understand tough lessons when time's too tight. They find it challenging to assert oneself because of inadequate time. Anderson and Krathwohl (2018) ^[3] pointed out that real thinking like breaking down ideas or forming new ones requires plenty of class time. Ornstein and Hunkins (2018) ^[67] made a similar point when schedules are too packed, students tune out and forget more easily. The participants' comments show that tight schedules cut down real conversation as well as thoughtful learning. Rather than digging into concepts with care, learners rush just to get through content quickly. These data supports that limited time causes shallow grasp while lowering satisfaction with schoolwork. For better understanding along with involvement, those who design courses might rethink how long classes last and how they're set up. Educators could use mixed teaching methods or flip the classroom setup to keep students engaged past short lesson times.

Theme 2: Negative Impact on Understanding

The negative impact on understanding refers to the reduced

academic learning efficacy when instructional time or teaching conditions impede students' ability to assimilate and internalize information. This often leads to confusion, frustration, or incomplete comprehension of new topics (Slavin, 2018) ^[74].

"It's hard to learn new stuff when you're always rushing." - R10

"It greatly affects my ability to understand the topics more clearly." - R23

"I don't understand because I didn't listen clearly." - R30

Students explain how tight schedules plus fast teaching cause surface-level grasp and fading attention. Their words show mental strain alongside struggles to stay focused under packed lessons. Slavin (2018) ^[74] pointed out that solid learning needs enough time to think, repeat, then strengthen ideas. In the same way, Bransford, Brown, and Cocking (2020) ^[12] highlights profound insights grown via hands-on involvement and chances to link new concepts with what's already known. The results demonstrate that resource scarcity impairs cognitive integration and saps drive for learning. When students don't catch up with the time it will result in fragmented knowledge, which subsequently diminishes student self-assurance. This hints that how fast info comes and how clearly it's shared really matters for true learning. It might switch things up now and then, focusing more on actual understanding instead of rushing through material. Brief recaps, quick checks for understanding, or even short pauses here and there may ease mental strain caused by tight schedules.

Theme 3: Adaptation and Motivation Despite Time Limit

Adaptation means to the process by which students modify their study or handle time when classes get shorter. Dealing with tighter time constraints for being adaptable and on top of managing oneself as well to keep learning on track (Pintrich, 2021) ^[71].

"The 45-minute schedule requires me to be specific with my study time. I break down the material into smaller parts and study consistently throughout the week." - R8

"It's okay, we just need to be fast." - R30

"The 45-minute schedule gives me enough time to learn, but I need to review more at home to prepare for quizzes and tests." - R28

These responses show students slowly figure out how to handle tight schedules by getting better organized, working at a steady pace, because they stick with it. Adaptation happens once they start taking initiative in classroom sessions while keeping up at home study sessions. According to Zimmerman (2020), learners who monitor their own progress tend to build methods for dealing with unexpected hurdles. In the same way, Pintrich (2021) ^[71] noticed people focused on goals can shift their thinking

tactics so they learn more effectively. This matches the way students changed how they study to fit tighter schedules. Adaptation shows up as a helpful way to deal with pressure. Although insufficient time allotted limits substantive discourse, they push learners to fosters heightened learner autonomy and productive performance that is tied to independent progress Educators can reinforce this transition through metacognitive and organizational scaffolding.

Theme 4: Independent and Strategic Study Habits

Independent study habits involve taking charge of your studies beyond school time, showing initiative and personal accountability (Candy, 2018) ^[14]. Smart study moves include setting goals, checking progress, then adjusting methods to boost results (Weinstein & Mayer, 2019) ^[86].

"I studied/reviewed at home, so I feel like the test/quizzes are easy." - R14

"I believe it still depends on how I study; the 45-minute limit affects teaching but not studying." - R19

"The short time makes it harder to review, so I need to study more at home." - R20

Students' responses to tight class schedules push them to learn on their own. Because classroom prep often falls short, they turn to studying at home or testing themselves. Candy (2018) ^[14] pointed out solo learning boosts drive and helps build skills. In the same thought Weinstein & Mayer (2019) ^[86], noticed learners who plan their work usually do better by staying involved and managing time wisely. Their personal study routines show grit and growing responsibility in academics. Rather than seeing time limits only as obstacles, they build organized habits that boost lasting memory and clarity using some of these methods like spaced practice or quiz-style review might let learners keep performing well.

Theme 5: Developing Learning Resilience

Developing learning resilience refers to students' ability to adapt and figuring out how to keep learning when things get tough - like tight deadlines is what learning resilience is about. It involves managing your own focus, and shifting gears when needed play big roles here (Martin & Marsh, 2017) ^[61]. When class time gets short, students who bounce back tend to hunt down different ways to still get the material.

"I believe that the time limit can sometimes lead to a shallower understanding... However, I also think that this limitation can encourage me to take more initiative in my own learning." - R8

"I can understand even if there's only a short time the teacher can tackle." - R15

"Yeah, even if the time limit is short I get to learn something every day if you just really listen to the discussion." - R27

These comments show students can bounce back and adjust. Even though they see the problem with short lessons, they still take charge - working on their own, zeroing in on what matters most, while staying alert when the teacher talks. Van Der Spoel, I., Noroozi, O., Schuurink, E., & Van Ginkel, S. (2020) ^[83] findings line up where he said students who guide their own learning stay strong by making goals

and handling how they study. In the same way, Martin and Marsh pointed out in 2022 that pushing through tough school times is key to staying driven and doing well when pressure hits. Chauhan (2017) ^[18] pointed out how flexible study methods, combined with managing emotions, let students tackle obstacles in learning more successfully. It shows that time pressure doesn't knock everyone off track and instead of getting stressed, they optimize short periods by sustaining focus, revisiting materials, and extending their learning independently. They manage to learn effectively even under pressure showing that determination can balance limited time. Building that kind of strength needs to be a clear aim in social studies classes. Educators can help build toughness through critical and self-directed tasks. Classrooms might also encourage a mindset of growth - showing kids that hurdles in learning fade with hard work, smart moves, or sticking with it.

Theme 6: General issues and Pacing

General issues and pacing refers to students' overall experience with the pacing associated with the course work of Araling Panlipunan (AP) classes, especially the pace of lessons that seemed rushed, incomplete, or otherwise dictated by time Lambert (2010) ^[56]. It conveys the experience of limited class periods, or interruptions during class periods that limited students' ability to grasp understanding of, and/or engagement level in, the lesson, while still recognizing the teacher's attempt to use that time well.

"There was once a time when the class was cut short because of the class before it. It felt rushed and incomplete because of the short time. The lesson was really hard to understand and I wasn't able to ask my teacher questions because of the time." - R8

"No lesson felt rushed or unfinished because our teacher explained it well, but sometimes I forget parts of the lesson after class." - R28

"I don't really remember what that lesson was all teachers hard work." - R35

The students' responses showed how tight schedules affected both the rhythm and depth of learning. Some even felt annoyed when they couldn't clear up confusing ideas because lessons kept getting cut short or clashing with other classes. That lingering feeling of unfinished teaching points to mental overload, where knowledge breaks apart since there's just not enough time to truly grasp it. Baker *et al.* (2021) ^[9] demonstrated that the rate of content delivery significantly affects learner focus and cognitive processing, because content density within temporal constraints impedes deep processing. Findings suggest that students are able to manage compressed schedules but the downside is that speeding excessively can cause surface learning and difficulty with memory. However, things are complicated not only in forgetting things, but also when a lesson is interrupted or cut-in-time due to a schedule overlap (R8). Regardless, the very mention of appreciation for their effort and commitment (R35) by the students indicates a desire for flexibility. This bond of mutual respect is bolstered by the educators retaining control of their teaching times by either focusing their attention on specific points, or not adding class time, rather than simply adding more time to the lesson Wineburg, S. (2021) ^[87]. These observations stress

that teachers should use pacing methods centered on real comprehension instead of rushing through material. Incorporating short recaps, informal assessments, or structured questioning can optimize constrained schedules without diminishing learning depth. Promoting a continuous learning process supports understanding of complex concepts and fosters greater confidence and engagement among AP students.

Theme 7: Instructional Engagement and Classroom Experience

Instructional engagement and classroom experience refer to how time influences interaction and participation in AP classes and the nature of teaching. Since AP classes can often have longer class time, there is more opportunity for conversation, group work, and sharing of ideas, while classes that are forty-five minutes, limit student engagement across the board (Archer & Hughes, 2021) ^[7].

“With the 1-hour schedule, I had more time to ask questions, join discussions, and understand lessons better. The 45-minute class feels more pressured and fast-paced.” - R5

“The 1-hour schedule is good because we can learn many lessons, while 45 minutes is so short that we cannot really understand it.” - R15

“When our AP class was 1 hour, I had more time to understand the lesson and ask questions. But with the 45-minute schedule, the discussion feels rushed.” - R20

Students indicated that the one-hour period classes felt more interactive, allowing them to emphasize the thinking in the class, creating more authentic conversations and inquiries. However, once transitioned to 45 minutes, the teachers had to attempt to chase down the lesson as they needed to get to the objectives, lowering the level of interaction. That change from active participation despite limited time shifted how learners experienced class, taking away much of interaction. As Archer and Hughes (2021) ^[7], good timing means mixing solid progress with real student participation. When there's not enough time, students take part less. Frey (2017) ^[38], talking about things with the help of students and to really getting it especially in subjects like history, where figuring out meaning matters a lot. What learners shared back this up was getting involved isn't just about how good the teacher is but it hinges on having enough class time as well. Shifting to briefer lessons made it harder for students to dive in, while educators struggled more to keep conversations going. Even when things run smoother, chances to ask questions and think deeply tend to drop. Because of this, it's key to use methods that keep students involved even during short lessons like taking turns in a planned way, posing thought-provoking prompts, or building group wrap-ups together. Educators might add quick but purposeful interactions like tiny moments of interaction that spark involvement without stretching time. Some topics, especially tricky history subjects needing

discussion, could benefit from longer blocks now and then. Keeping energy alive in class helps learners stay part of the action, no matter how tight the schedule.

Theme 8: Academic Performance and Learning Outcomes

Academic performance and learning outcomes reflect how changes in time affect student achievement, motivation, and retention of AP lessons. Students perceived that shorter periods were rushed lessons and caused an amount of lower grades, while longer periods engaged students and provided time for them to master content through practice and feedback (Lee, 2018) ^[58].

“When my AP class was 1 hour, I understood more and got higher grades. Now with 45 minutes, my grade got lower because of the rushing.” - R10

“The 45 minutes gives me enough time to learn, but I need to review more at home to prepare for tests.” - R28

“It makes a whole difference—it has greatly affected our time management, and I feel lessons are rushed due to the time limit.” - R25

Students respond that less instructional time with a decrease in performance and retention. While certain learners compensated through independent learning and review, others faced challenges related to managing their time well. Thus, the narrowing of instructional patterns affected both the immediate outcomes of learning and long-term understanding, emphasizing the connection between paced learning and performance. As Lee (2018) ^[58] explained, students engage in deeper learning opportunities when they have sufficient time to analyze events and develop contextual knowledge. Likewise, Hattie (2019) ^[48] found that academic performance was positively related to the quality of instructional engagement and the amount of time that learners spent engaged. When lessons are rushed, the opportunities for feedback, and cognitive consolidation, are reduced, which could explain the observed declining grades, and confidence in students. It illustrates that time is a critical component of sustained student academic achievement. While motivated students may counteract time through self-study, time added to instructional delivery remains a structural limitation of performance. This underscores the need for pacing and use of formative assessment practices that support sustained achievement in brief periods without interruptions. Teachers should use differentiated revisions or modifications to support learners who have only short periods of learning: for example, teachers assign students readings to preview before a lesson, provide formative feedback, review learning tools that allow independent practice and implement extended review session schedules as a support to reinforce mastery, prior to assessments. In addition, prioritizing understanding and connections over a set pace in class provides for equitable academic performance outcomes in the face of potentially compressed support schedules.

Table 4: Teacher Respondents Demographic Profile

Description	Category	Frequency	Percentage
Age	26	1	10%
	30	2	20%
	31	1	10%
	41	1	10%

	45	1	10%
	51	1	10%
	52	1	10%
	60	1	10%
	61	1	10%
	Male	6	60%
Sex	Female	4	40%

Table 5: Thematic Analysis on Teachers' Response

Collating Codes	Themes
No- R1 No- R5 No- R7 No Observed Significant Improvement- R6 No Significance- 10	Learning Decline
Risk to Learning Cultivation- R3 Less Learning Opportunities- R6 Hampers Articulation- R8 Retention Struggle- R8 Learning Process Decline- R7	Time Constraints
Challenge in Comprehensive Lesson Fitting- R3 Challange in Lesson Planning- R6 Adopt to Class Schedule- R8 Another Adjustment- R9	Lesson Delivery
Meaningful Learning- R6 Another Adjustment- R9 No Problem- R10	Acceptance
Outside Discussion Concepts Support- R3 Interactive Material Aid- R6 Virtual Tours- R5 Hands-on Activities- R7	Pedagogical Adaptation Innovation
New Technology Help- R2 Agree- R10	Sufficient Learning Time
New Class Schedule Preference- R2 45-minute Advantage over Drawbacks- R3 Retainment of Previous Class Schedule- R6 Appropriate Time Allowance- R8	Reassessing Class Time Duration

This section presents the thematic analysis of teachers' responses regarding the implementation of the 45-minute class duration under the Matatag Curriculum in Araling Panlipunan. Their insights were gathered from open-ended questions designed to explore how the reduced instructional time affects student learning, discussion depth, retention, and overall classroom engagement. Through systematic coding and categorization of their responses, several recurring patterns emerged that reflect both the challenges and adaptations teachers experienced during the transition. From this analysis, seven (7) emergent themes were identified, namely: (1) learning decline, (2) time constraints, (3) lesson delivery, (4) acceptance, (5) pedagogical adaptation and innovation, (6) sufficient learning time, and (7) reassessing class time duration.

Theme 1: Learning decline

Learning decline is the observed decrease in student skills and understanding in Social Studies (Araling Panlipunan). This decline happens due to not enough time for covering the material thoroughly. It results in shallow learning and lower achievement levels (Jackson, 2018) ^[52]. Respondents believe that the shorter class duration has not improved student skills and may have made things worse. Some verbatim statements from respondents include:

No - R1, R5, & R7

"As a teacher, I haven't observed a significant improvement yet in the Araling Panlipunan competency of Grade 7 students under the 45-minute class time." - R6

"No significance" - R10

Respondents experienced regression and noticed a lack of progress in student skills, which they link to rushed lessons that do not foster deep understanding of history and social issues. Based on a study conducted by Lavy (2015) ^[57], he found that shorter discussion time leads to achievement gaps, with fewer class periods resulting in poorer academic performance. Moreover, Chetty *et al.* (2014) ^[19] demonstrated that differences in instructional time can significantly affect student learning gains, with reductions or limitations causing measurable declines in education. Kane *et al.* (2013) ^[53] have also highlighted that effective teaching methods are often undermined by time limitations, which in turn leads to lower student outcomes. These findings indicate that shorter class periods worsen skills gaps in subjects that need in-depth context like Araling Panlipunan. Some respondents, however, think that this challenge could be alleviated if teachers make adjustments. This suggests that policymakers should assess and possibly

increase class time periods to avoid long-term learning decline among high schoolers.

Theme 2: Time constraints

Time constraints refer to the limited class period that limits the teachers' ability to facilitate meaningful discussion, reflection, and knowledge retention. According to Edmondson and Lei (2014), Lack of Discussion Time is when there is insufficient time for open dialogue about ideas, concerns, or disagreements. Similarly, Retention Challenges emerges when students do not have enough time to fully grasp lesson content and develop mastery of content.

"From a teacher's perspective, limited class time poses a risk to the depth of discussion needed to cultivate critical thinking and social awareness on complex topics." – R3

"Yes, the limited class time can affect students' competence and social awareness since there's less opportunity to discuss issues deeply and connect lessons to real-life situations." – R6

"The limited time hampers the need for students and teachers to articulate the contents of the discussion." – R8

"Retention difficulty due to lack of discussion." – R3

"There is a slight decline in learning because there is less time to explore topics." – R6

"Academic retention is a struggle for students whose attention is divided." – R8

"Yes, there was a slight decline in the learning process." – R7

Some teachers experienced that the 45-minute class in Araling Panlipunan is not enough to support meaningful interaction and in-depth discussion that may impair the student's competence, social awareness and their ability to retain knowledge. Some also observed that lessons are often rushed, leaving little room for students to ask questions, articulate ideas, or connect concepts to real-life situations. These time pressures not only lessen the opportunities for dialogue but also make it harder for students to retain and fully understand the lesson content. A study of Valli and Buese (2007) reveals that when teachers follow tight pacing schedules, they allocate less time to activities that encourage students to talk, share ideas and build social and emotional skills. In the same way, Milner and Hoy (2003) highlights in their study that teachers working under a strict curriculum are left with no choice but prioritize content coverage over meaningful interaction and student-centered learning. Another theory is from Mayer (2002), which suggests that learning retention decreases when instructional pacing becomes too fast and compressed and cognitive processing time is reduced. These findings reveal that the limited class time in Araling Panlipunan affects both discussion and learning retention. Although learning is effective with teaching strategies and covering content is possible, the time constraint prevents the students from sharing a meaningful dialogue and reflection and is insufficient for facilitating in-depth discussions. This then suggests reconsidering instructional pacing and time allocation in Araling Panlipunan exploring flexible scheduling or integrative teaching approaches to balance content delivery with discussion and reflection.

Theme 3: Lesson delivery

Lesson delivery means presenting and organizing educational content to help students learn. This involves creating changes due to time constraints to ensure effective teaching (Tomlinson, 2014) ^[81]. With the Matatag Curriculum, this idea shows how teachers adjust their lessons to fit the 45-minute format for focused and meaningful instruction. Feedback from respondents highlights the importance of careful planning and new ideas; such responses are:

The shift to 45-minute classes under the Matatag Curriculum presents a challenge in fitting comprehensive lessons on history and social issues within a shorter time frame. -R3

My initial thought when I learned that the MATATAG Curriculum reduced class time to 45 minutes was, 'Kaya kaya natin ito?' But I realized it's meant to make learning more focused and less tiring for students. It challenges us teachers to plan lessons wisely and use every minute effectively. So, even if the time is shorter, what matters most is how meaningful our learning will be. - R6

The need to condensed the lesson instructions is necessary to adopt to the new class time. - R8

Thinking of another adjustment again though I've already experienced handling classes less than an hour way back then. - R9

With this experience, the teachers rely on past experiences with shorter classes to improve their lesson delivery. According to Orbeta *et al.* (2013) ^[66], they noted that teachers need to change their delivery methods to meet new structures and time limits. Bautista (2016) ^[10] also found that being ready for these changes involves altering lesson plans to fit educational reforms and tackle challenges in implementation. Moreover, Darling-Hammond (2000) ^[27] stressed the importance of professional development in adjusting lesson delivery to changes in the curriculum for better student results. And Borko (2004) ^[13] examined how teachers' knowledge influences effective lesson delivery in updated curricula. These changes show a proactive approach to reform. They can improve teaching efficiency but require professional development to prevent shallow coverage. A condensed approach might promote better student focus if supported by effective methods. This indicates that ongoing teacher training in lesson condensation and time management is crucial for a successful and effective class discussion.

Theme 4: Acceptance

Acceptance is defined as resigned or favorable support for educational reforms. Despite early obstacles, stakeholders see reforms as feasible and beneficial (Priestley *et al.*, 2015) ^[68]. This theme shows that respondents view the 45-minute class period as a reasonable change to which they've responded with:

My initial thought when I learned that the MATATAG Curriculum reduced class time to 45 minutes was, 'Kaya kaya natin ito?' But I realized it's meant to make

learning more focused and less tiring for students. It challenges us teachers to plan lessons wisely and use every minute effectively. So, even if the time is shorter, what matters most is how meaningful our learning will be. - R6

Thinking of another adjustment again though I've already experienced handling classes less than an hour way back then. -R9

no problem with me - R10

The experiences of the respondents show how teachers find the change acceptable. They draw on past experiences to view it as a way to reduce student fatigue and promote meaningful education. This theme connects with studies on teacher attitudes toward educational reforms. Fullan (2016)^[41] argued that successful reform needs to overcome initial resistance through shared commitment and flexibility. Levin (2016)^[59] found that teacher commitment to changes is affected by working conditions and incentives, which can help them accept shifts in the curriculum. Hall and Hord (2015) pointed out that acceptance of educational innovations relies on how relevant and supported they feel, leading to ongoing implementation. Darling-Hammond *et al.* (2017)^[28] outlined stages of concern when adopting reforms, highlighting that acceptance grows as initial uncertainties are addressed. The positive acceptance among respondents suggests that the Matatag Curriculum's reduction in time can spark innovation if teachers receive support. However, complete buy-in may depend on available resources and training. This further implies that building acceptance through clear communication of the curriculum's goals can improve implementation and lead to more effective teaching.

Theme 5: Pedagogical Adaptation and Innovation

Núñez-Del Prado *et al.* (2025) defined pedagogical Adaptation and innovation as a belief that even with limited class time, learning can be maximised through innovative, student-centered, and collaborative teaching strategies. The teacher's response highlights the necessity of making discussions in Araling Panlipunan more engaging and meaningful through interaction, experience, and independent learning opportunities.

"Peer tutoring, web charting, and role-playing reinforce concepts outside of the shortened discussion time." - R3

"Use of visual aids, maps, and interactive activities helps students understand Asian studies better." - R6

"I recommend having a virtual tour in the school in which ASEAN historical places and others are represented." - R5

"Hands on activity ex. debate. Panel discussion" - R7

The teacher's experience shows the improvement of student learning when instruction becomes participative and exploratory. It highlights the idea that learning does not only happen in the classroom but also through peer interaction and extended activities outside it. The study of Mendoza (2024)^[65] confirmed that collaborative approaches such as role-playing, peer tutoring and visual tools—with the scaffolding of teachers—enhance student

engagement and create more meaningful discussion, especially in understanding ASEAN history. In addition, the study of Chianson, Kurumeh, and Obida (2010)^[17] shows that when students are actively collaborating and exchanging ideas, they are more likely to internalize and recall information. This highlights the importance of pedagogical adaptation and innovation when addressing challenges of limited class time in Araling Panlipunan. This suggests that teachers should include cooperative methods and visual or experiential activities to sustain engagement and improve retention, ensuring that Araling Panlipunan lessons remain meaningful and impactful.

Theme 6: Sufficient learning time

Sufficient learning time, as mentioned by Hanushek (2017)^[44], means that short sessions can completely cover the necessary information when properly managed, with no significant gaps left. The words of the respondents are:

"For me it's yes, through the help of new technology/multimedia." - R2

"Yes" - R10

The respondents resorted to tech support, flashed modifications, or used multi-session patterns that permitted content to be delivered effectively, all under the pressure of time limitations. This point of view conflicts with Hanushek (2016)^[43], who credited shorter time with learning losses, but it is in line with Hanushek (2018)^[45], who showed that adaptive teaching keeps sufficiency even in brief formats; Hanushek (2019)^[46], who flagged the need of professional adjustments for adequate coverage; and Hanushek (2020)^[47], who proved that optimized short sessions maintain learning outcomes. The results imply that the proper strategies can make sufficiency possible. However, the difficulty of one topic can vary among different individuals. This implies that teachers can use tools and planning to make sure the 45-minute sessions are sufficient to meet the learning goals of Araling Panlipunan.

Theme 7: Reassessing Class Time Duration

The 45-Minute class under the new curriculum—Matatag Curriculum—is the given standard time allotment set by the Department of Education (DepEd) for each subject in grade 1-10 that aims to streamline learning time and make classroom instructions more focused and efficient (Cervantes, 2024).

"For me, I prefer to proceed with the 45-minute class than go back to one hour because it helps newly hired teachers be given exact teaching loads." - R2

"Forty-five minutes is enough for most AP-7 topics. However, one hour is needed for deep discussions on certain topics." - R3

"DepEd should retain the traditional one-hour classes to allow more time for discussion, deeper understanding, and student engagement." - R6

"DepEd curriculum developers should appropriate the competency and the time allowance." - R8

The responses reveal that some teachers support the adaptability of the 45-minute period as they are amenable to the given time and to avoid extra teaching loads.

However, others also advocate returning to the 1-hour class, believing it is best to allow deeper discussion and reflection. This shows a mixed perspective—some value efficiency through modern strategies, while others highlight the importance of adequate time for meaningful learning. This aligns with the empirical study of Zheng (2022)^[91], that shorter instructional periods, paired with active learning strategies can enhance the focus and retention of the students. In addition, is the study of Silver, Kogut, and Huynh (2019)^[73], that when teachers are open to learning new strategies and are adaptable, they are central to sustaining instructional quality despite reduced classroom time. However, Mendes *et al.* (2021)^[64], found that a longer class period allows the students to have more space for discussion, reflection, and feedback, contributing to deeper understanding and stronger engagement while highlighting that this is most effective when teachers plan lessons purposefully and incorporate varied, interactive strategies to sustain attention. These studies suggest that the optimal learning time is context-dependent. Whether 45 minutes or one hour, the effectiveness of instruction depends largely on teacher adaptability, lesson design, and student engagement strategies.

6. Conclusion and Recommendation

The overall picture that emerged from the students' responses was that Grade 7 learners were rather indifferent towards the duration of the Araling Panlipunan classes, which lasted for 45 minutes, as they did not very strongly agree or disagree with each of the aspects concerning the lesson comprehension and confidence while having worries about sufficiency of the time, retention of the knowledge, and constraints. These results substantiate the previous statements (Hattie, 2009; Dorn, 2015; Kraft & Novicoff, 2024)^[48, 32, 55] that merely extending the instructional time does not necessarily result in learning; rather, the quality of teaching, student involvement, and classroom management are the main factors that determine the level of achievement. While the 45 minutes prescribed by the MATATAG Curriculum aims to streamline instruction, results show that, without intentional pacing, chunking, and learner-centered approaches, students would hardly maximize learning in that limited timeframe. Hence, it is recommended to the teachers to adopt techniques such as lesson segmenting, identification of core ideas, inclusion of active learning segments, and offering additional assistance beyond class to boost retention and self-confidence. Finally, school administrators and policymakers should also work on flexible scheduling models and professional development of teachers so that short periods are still effective in promoting the competency of Araling Panlipunan.

7. Thank You Note

The authors would like to express their gratitude to earlier researchers for their insightful studies on high school students' varied perspectives and experiences of short class sessions. Their research yielded valuable insights that guided this investigation. We anticipate that this study will provide a better knowledge of how educators, administrators, and other stakeholders can support and assist students in raising their Araling Panlipunan competency through flexible teaching methods, extra time, search allocations, and learning modifications.

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