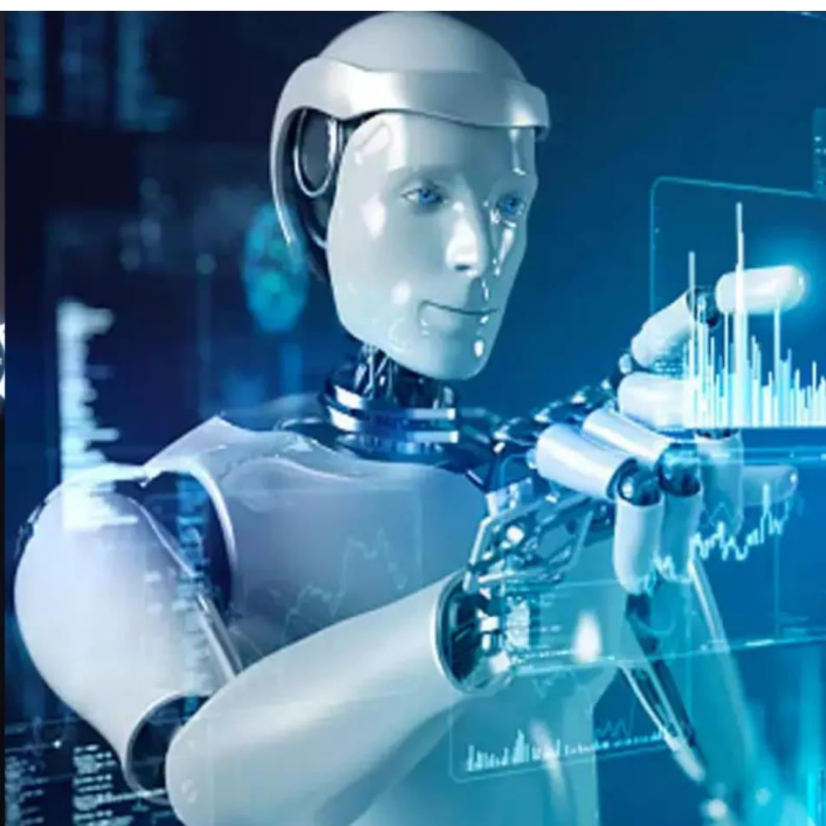




International Journal of Innovative Research in Science Engineering and Technology (IJIRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)



Impact Factor: 9.935

Volume 15, Issue 8, August 2026

Teachers' Strategies for Sustaining Student Interest and Enhancing Engagement in History and Geography among High School Students

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ABSTRACT: This survey-correlational study examined the effectiveness of teachers' instructional strategies on students' interest and engagement in studying History and Geography among high school students at Filamer Christian University during the school year 2025–2026. The respondents consisted of seventy-six (76) Grade 8 students selected from a total population of ninety-four (94) using stratified random sampling through Taro Yamane's formula. Researcher-developed questionnaires were utilized to gather data on teachers' instructional strategies, students' interest, and students' engagement in History and Geography. Teachers' instructional strategies were the independent variable, while students' interest and engagement were the dependent variables. Data were analyzed using means, standard deviations, ANOVA, and Pearson Product-Moment Correlation Coefficient. The findings revealed that students showed a very high level of agreement regarding the effectiveness of teachers' instructional strategies in sustaining their interest in History and Geography. Students perceived these strategies as having a very strong influence on their motivation, engagement, and overall interest in learning. Results also showed that instructional strategies effectively enhanced students' engagement and had a strong positive effect on their classroom participation. Significant differences were found in students' interest and engagement when grouped according to teaching strategies. Furthermore, a strong and statistically significant positive relationship existed between teachers' instructional strategies and students' interest and engagement, as well as between students' interest and engagement in History and Geography.

KEYWORDS: Instructional Strategies, Students' Interest, Engagement, History and Geography

I. INTRODUCTION

Education played a vital role in developing learners' knowledge, skills, and attitudes necessary for meaningful participation in society. Among academic subjects, History and Geography were essential in helping students understand cultural heritage, societal development, and the physical environment. However, sustaining student interest and engagement in these subjects remained a challenge, particularly among high school learners. Studies show that student interest and engagement are critical to academic success, as students who are motivated and actively involved in learning demonstrate better understanding, knowledge retention, and critical thinking. Disengagement often results in poor performance and reduced motivation (Reeve, 2025).

Teachers played a significant role in shaping student learning experiences through their instructional strategies (Mitchell & Cents-Boonstra, 2024). In subjects such as History and Geography, where lessons often involved abstract concepts and factual information, effective teaching strategies such as interactive discussions, multimedia instruction, field activities, and problem-based learning made learning more meaningful and engaging. Despite the recognized importance of these approaches, limited empirical evidence existed regarding which strategies most effectively sustained student interest and engagement in diverse educational settings. This study, therefore, sought to investigate the teaching strategies teachers employed to sustain students' interest and enhance engagement in History and Geography classes among high school learners.

The study was anchored on several learning theories that explained student motivation and engagement. Constructivist Learning Theory by Piaget and Vygotsky emphasized active knowledge construction through interaction and experience, and Self-Determination Theory by Deci and Ryan highlighted the importance of autonomy, competence, and relatedness in strengthening motivation. Supporting these were Csikszentmihalyi's Flow Theory, which explained deep engagement through optimally challenging tasks, Bandura's Social Cognitive Theory emphasizing self-efficacy

and social influence, and Sweller's Cognitive Load Theory, which stressed the importance of organizing instruction to reduce mental overload and sustain student focus and engagement.

This study aimed to examine how teachers' instructional strategies influence the sustaining of student interest and the enhancement of student engagement in the study of History and Geography among high school learners. Specifically, it sought to answer the following questions:

1. What is the level of students' agreement on the effectiveness of strategies that sustain their interest in learning History and Geography?
2. What is the perceived level of influence of teachers' instructional strategies on students' engagement, motivation, and interest in learning History and Geography?
3. What is the level of students' perceptions of teachers' strategies in enhancing engagement in History and Geography?
4. What is the level of students' perceptions of the effects of teachers' strategies on their engagement in History and Geography?
5. Do different teaching strategies result in significant differences in students' level of interest and engagement in History and Geography?
6. Is there a significant relationship between teachers' instructional strategies and students' level of interest and engagement in History and Geography?

II. RELATED LITERATURE

Teaching Strategies

Teachers played a crucial role in sustaining student engagement and improving learning experiences in History and Geography through the use of learner-centered and interactive instructional strategies. Studies consistently showed that experiential approaches such as role-play, collaborative discussions, inquiry-based learning, and problem-based learning significantly improved motivation, critical thinking, participation, and knowledge retention among learners (Perrotta et al., 2024; Omojemite, 2024; Aghazadeh, 2020). Technology-enhanced strategies, including digital storytelling, multimedia instruction, Geographic Information Systems (GIS), virtual reality, and augmented reality, also proved effective in improving conceptual understanding, higher-order thinking, and classroom engagement (Ryan & Aasetre, 2020; Lin et al., 2024; Samala, 2025). Gamification strategies such as educational games, badges, leaderboards, and interactive activities were similarly found to strengthen motivation, participation, memory retention, and academic performance (Li et al., 2023; Diaz & Estoque-Loñez, 2024). Philippine studies further supported that contextualized instruction, group activities, technology integration, and low-cost interactive strategies effectively sustained student engagement even in resource-limited schools (Tictic & Ducot, 2025; Jose & Escote, 2024).

Interest in the Study of History and Geography

Student interest in the study of History and Geography was strongly influenced by instructional strategies that promoted relevance, active participation, and meaningful learning experiences. Studies found that inquiry-based learning, collaborative activities, role-playing, and participatory teaching significantly increased motivation, curiosity, engagement, and academic performance in History education (Gómez-Carrasco et al., 2021; Ndim, 2021; Bartelds et al., 2020). Research further showed that students developed a stronger interest when lessons were connected to real-life experiences, local culture, citizenship, and community-based learning, allowing them to better appreciate the relevance of the subject matter (Perrotta et al., 2024; Miguel-Revilla, 2022). In Geography education, fieldwork, map analysis, problem-solving activities, digital storytelling, virtual field trips, and technology-integrated instruction significantly improved engagement and conceptual understanding by making lessons more interactive and relevant to real-world issues (Pokhrel, 2024; Meadows, 2020; Dizon, 2022). Studies grounded in Self-Determination Theory by Edward Deci and Richard Ryan also showed that autonomy-supportive teaching, collaboration, and student choice increased intrinsic motivation and sustained academic interest (Smith et al., 2024; Yang et al., 2025).

Student Engagement in History and Geography Classes

Student engagement in History and Geography was widely recognized as a multidimensional construct involving behavioral, emotional, and cognitive participation, which significantly influenced learning outcomes. Studies consistently showed that engagement increased when teachers used autonomy-supportive, learner-centered, and interactive instructional approaches that promoted collaboration, active participation, and meaningful learning

experiences (Fredricks et al., 2019). Research found that strategies such as inquiry-based learning, role-play, simulations, fieldwork, and group discussions significantly improved motivation, critical thinking, participation, and conceptual understanding in both History and Geography classes (Fahruddin et al., 2024; Bartelds et al., 2020; Miguel-Revilla, 2022). Technology integration through augmented reality, virtual reality, digital storytelling, gamification, and other ICT-based instructional tools also enhanced engagement by increasing motivation, creativity, and active classroom participation (Gutierrez Paucar et al., 2025; Shen et al., 2022; Gómez Niño, 2024). Studies further emphasized that contextualized instruction, supportive teacher-student relationships, and effective classroom facilitation strengthened students' emotional connection and sustained participation, particularly when lessons were linked to real-life experiences and local contexts (Morgan, 2023; Crisolo et al., 2021; Dizon, 2022).

III. METHODOLOGY

This study aimed to examine how teachers' instructional strategies influenced the sustaining of student interest and enhancement of student engagement in History and Geography during the school year 2025–2026. The study employed a survey-correlational research design, with teachers' instructional strategies serving as the independent variable and student interest and engagement as the dependent variables. The participants were seventy-six (76) randomly selected Grade 8 students, determined through Taro Yamane's formula and selected using stratified random sampling. Data were gathered using four researcher-made questionnaires measuring teachers' strategies, student interest, and student engagement, all of which underwent face and content validation, pilot testing, factor analysis, and reliability testing using SPSS, with Cronbach's Alpha coefficients ranging from .893 to .959, indicating strong validity and reliability. After securing permission from school authorities, the researcher personally administered the questionnaires, ensured ethical compliance and confidentiality, and processed the collected data using SPSS. Statistical tools used for data analysis included mean, standard deviation, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation Coefficient (Pearson's r), with a 0.05 level of significance to determine relationships and differences among variables.

IV. RESULTS AND DISCUSSION

A. Students' Agreement on the Effectiveness of Strategies

Table 1 presents the mean and standard deviation of students' agreement on the effectiveness of strategies used to sustain their interest in History and Geography. The results show that students obtained a mean score of 4.36 with a standard deviation of 0.60, which is interpreted as very high. This indicates that the respondents strongly agree that the strategies used are effective in sustaining their interest in the subject. The relatively low standard deviation suggests that the responses are closely clustered around the mean, implying a generally consistent perception among students regarding the effectiveness of the strategies.

Table 1: Mean and Standard Deviation on the Effectiveness of Strategies in Sustaining Interest in History and Geography

Category	Mean	Description	SD
Effectiveness of Strategies	4.36	Very High	0.60

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 – 3.40:
Low -1.81 – 2.60: Very Low - 1.00 – 1.80

The findings indicated that students strongly agreed that the instructional strategies used by teachers were effective in sustaining their interest in learning History and Geography. The very high mean suggested that students generally perceived these strategies positively and considered them engaging and helpful in maintaining their interest in the subject. This implied that the teaching strategies implemented were effective in sustaining student motivation, which played an important role in improving classroom participation, understanding of lessons, and overall academic performance. The results further suggested that teachers' current instructional practices were responsive to students' learning needs and contributed positively to the learning process. The high rating may have been influenced by teachers' use of interactive and student-centered strategies such as group discussions, collaborative activities, multimedia presentations, and the integration of real-life examples that made lessons more meaningful and engaging. This finding was supported by studies showing that structured and interactive instructional strategies significantly

improved student engagement, motivation, and sustained interest in learning. Research by Tucker et al. (2022), Lawal (2025), and Pering and Temple (2022) confirmed that student-centered, technology-based, and interactive teaching approaches played a significant role in sustaining learners' interest and enhancing engagement in History and Geography classes.

B. Influence of Teachers' Instructional Strategies

Table 2 presents the mean and standard deviation of the perceived level of influence of teachers' instructional strategies on students' engagement, motivation, and interest in learning History and Geography. The result shows that teachers' instructional strategies have a very strong influence on students' engagement, motivation, and interest in learning History and Geography, as reflected in the mean score of 4.36 with a standard deviation of 0.52. This indicates that students strongly agree that such strategies positively affect their engagement and interest in the subject. The low standard deviation further shows that responses are fairly consistent, indicating a shared perception among the respondents regarding the strong influence of instructional strategies.

Table 2: Mean and Standard Deviation of Teachers' Instructional Strategies Affecting Student Engagement, Motivation, and Interest in History and Geography

Category	Mean	Description	SD
Influence of Instructional Strategies	4.36	Very High	0.52

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 - 3.40: Low -1.81 - 2.60: Very Low - 1.00 - 1.80

The findings showed that students perceived teachers' instructional strategies as highly influential in improving their engagement, motivation, and interest in learning History and Geography. This implied that effective instructional strategies played an important role in promoting active participation, sustained attention, and stronger motivation in the learning process. The high rating may have been influenced by teachers' use of interactive and learner-centered approaches such as group work, class discussions, collaborative activities, multimedia resources, and real-life applications that made lessons more meaningful and engaging. This finding was supported by studies showing that interactive, technology-enhanced, and differentiated instructional strategies significantly improved student motivation, engagement, participation, and academic performance in History and Geography classes (Gutierrez Paucar et al., 2025; Mapacpac, 2023; Akhiruddin et al., 2024).

C. Students' Perceptions of Teachers' Strategies in Enhancing Engagement

Table 3 presents the mean and standard deviation for the students' perceptions of teachers' strategies in enhancing engagement in History and Geography. The results show that students' perceptions of teachers' strategies in enhancing engagement in History and Geography obtained a mean score of 4.18 with a standard deviation of 0.76, which is interpreted as high based on the given scale. This indicates that students agree that teachers' instructional strategies are effective in enhancing their engagement in the subject. The standard deviation suggests a moderate variation in responses, implying that while most students share a positive perception, there are slight differences in how they experience the effectiveness of these strategies.

Table 3: Mean and Standard Deviation of Teachers' Strategies in Enhancing Student Engagement in History and Geography

Category	Mean	Description	SD
Teachers' Strategies in Enhancing Engagement in History and Geography	4.18	High	0.76

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 - 3.40: Low -1.81 - 2.60: Very Low - 1.00 - 1.80

The findings showed that students generally agreed that teachers' instructional strategies were effective in enhancing their engagement in History and Geography classes. This implied that appropriate teaching strategies played an important role in promoting active participation, attentiveness, and involvement in classroom learning activities. The high rating may have been influenced by teachers' use of interactive and student-centered approaches such as group work, class discussions, collaborative activities, multimedia presentations, and real-life examples that made lessons more engaging and meaningful. However, variations in responses suggested that the effectiveness of strategies may differ depending on students' learning preferences and classroom conditions. This finding was supported by studies showing that well-structured, interactive, and active learning strategies significantly improved student participation, classroom interaction, and behavioral and emotional engagement (Heilporn et al., 2021; Li, 2026; Johnson & Barrett, 2017).

D. Students' Perceived Effects of Teachers' Strategies on Engagement in History and Geography

Table 4 presents the mean and standard deviation of students' perceived effects of teachers' instructional strategies on their engagement in History and Geography. The results show a mean score of 4.30 with a standard deviation of 0.82, which is interpreted as very high based on the given scale. This indicates that students strongly perceive teachers' instructional strategies as highly effective in enhancing their engagement in the subject. The standard deviation suggests some variation in responses, implying that while most students share a very positive perception, there are slight differences in how they experience the effects of these strategies.

Table 4: Mean and Standard Deviation of Students' Perceived Effects of Teachers' Strategies on Engagement in History and Geography

Category	Mean	Description	SD
Students' Perceived Effects of Teachers' Strategies on Engagement	4.30	Very High	0.82

Note Interval. Very High - 4.21 - 5.00; High - 3.41 - 4.20; Moderate - 2.61 - 3.40; Low - 1.81 - 2.60; Very Low - 1.00 - 1.80

The findings showed that students perceived teachers' instructional strategies as having a very strong effect on their engagement in History and Geography classes, indicating that effective teaching approaches significantly contributed to active participation, attentiveness, and involvement in classroom learning. This very high perception may have been influenced by teachers' use of interactive and learner-centered strategies such as group discussions, collaborative activities, activity-based learning, multimedia integration, and real-life applications that made lessons more engaging and meaningful. Differences in responses suggested that the effectiveness of these strategies may vary depending on students' learning preferences and individual needs. This finding was supported by studies showing that instructional strategies, innovative teaching techniques, and supportive classroom environments significantly enhanced student engagement, participation, motivation, and overall academic success (Zhang et al., 2024; Tan-Abrenica et al., 2024; Cambay & Paglinawan, 2024).

E. Differences in Students' Interest and Engagement by Teaching Strategies in History and Geography

Table 5 presents the ANOVA results on the differences in students' interest and engagement in History and Geography when grouped according to teaching strategies. For students' interest, the analysis yielded a significant result ($F = 29.468$, $p = .000$), indicating that the type of teaching strategy used has a statistically significant effect on students' level of interest. Similarly, for students' engagement, the result was also significant ($F = 62.783$, $p = .000$), showing that teaching strategies significantly influence students' engagement in the subject. Since both p-values are less than 0.05, the null hypothesis is rejected, confirming that different teaching strategies lead to significant differences in students' interest and engagement in History and Geography.

Table 5: ANOVA on the Differences in Students' Interest and Engagement by Teaching Strategies in History and Geography

Category	Sum of Squares	df	Mean Square	F	Sig.
Interest					
Between Groups	11.942	2	5.971	29.468*	.000
Within Groups	14.792	73	.203		
Total	26.734	75			
Engagement					
Between Groups	19.341	2	6.477	62.783*	.000
Within Groups	7.393	73	.103		
Total	26.734	75			

*p < .05 – significant at 5% level

The findings showed that students' level of interest in History and Geography significantly differed depending on the teaching strategies used, indicating that certain instructional approaches were more effective in generating and sustaining interest than others. This implied that teachers' instructional choices directly influenced students' curiosity, attention, and willingness to learn, with interactive strategies such as group activities, discussions, multimedia presentations, and other student-centered approaches proving more effective than traditional lecture-based instruction. Differences in students' learning preferences may have also contributed to variations in their level of interest.

Similarly, students' engagement in History and Geography significantly varied based on the teaching strategies employed, suggesting that some instructional methods were more effective in promoting active participation, attentiveness, and classroom involvement. Student-centered approaches such as collaborative learning, interactive discussions, and the use of digital or visual materials tended to strengthen engagement, while passive teaching methods often limited participation. These findings were supported by studies showing that active learning, scaffolding, and collaborative instructional strategies significantly improved student engagement and learning outcomes compared to traditional teaching approaches (Karim et al., 2020; Von Korff et al., 2016).

E. Relationship Between Teachers' Strategies and Students' Interest and Engagement in History and Geography

Table 6 presents the results of the Pearson correlation analysis between teachers' instructional strategies and students' interest and engagement in History and Geography. The findings show a strong positive and significant relationship between teachers' strategies and students' interest ($r = .830$, $p = .000$), indicating that as the effectiveness of instructional strategies increases, students' interest also increases. Likewise, a very strong positive relationship is observed between teachers' strategies and students' engagement ($r = .915$, $p = .000$), suggesting that more effective instructional strategies are associated with higher levels of student engagement. In addition, a strong positive relationship is found between students' interest and engagement ($r = .795$, $p = .000$), implying that students who are more interested in the subject tend to be more engaged in learning activities. Since all relationships are significant at the 0.05 level, the results confirm that teachers' instructional strategies are strongly associated with both students' interest and engagement in History and Geography. Since all p-values are less than 0.05, the results are statistically significant; therefore, the null hypothesis is rejected.

Table 6: Pearson r Between Teachers' Strategies and Students' Interest and Engagement in History and Geography

Variables	r	Sig
Teachers' Strategies and Students' Interest	.830*	.000
Teachers' Strategies and Students' Engagement	.915*	.000
Students' Interest and Engagement	.795*	.000

*p < .05 – significant at 5% level

The findings showed a strong positive relationship between teachers' instructional strategies and students' interest in History and Geography, indicating that as the effectiveness of teaching strategies increased, students' curiosity, motivation, and willingness to learn also increased. This suggested that well-designed instructional strategies played an important role in sustaining student interest, particularly when teachers used interactive and learner-centered approaches such as group activities, discussions, and multimedia presentations that made lessons more engaging and meaningful.

Similarly, the results revealed a very strong positive relationship between teachers' instructional strategies and students' engagement, as well as between students' interest and their engagement in History and Geography. This indicated that effective teaching strategies significantly influenced active participation, attentiveness, and involvement in classroom activities, while higher student interest naturally led to stronger engagement in learning. These findings were supported by studies showing that feedback, scaffolding, active learning, collaboration, and effective instructional interactions significantly improved students' motivation, interest, and behavioral, emotional, and cognitive engagement in the classroom (Han, 2021; Zhang et al., 2024; Brandmiller et al., 2023).

V. CONCLUSION

The study highlights the powerful influence teachers have in transforming History and Geography from subjects students simply study into subjects they genuinely connect with and enjoy learning. The results showed that teachers' instructional strategies played a significant role in sustaining students' interest and increasing their engagement, as students recognized that well-planned and interactive classroom practices helped maintain their attention, motivation, and active participation. Through effective teaching approaches, students were able to develop a deeper understanding of historical and geographical concepts while becoming more involved and appreciative of the learning process itself.

The study further revealed that the way teachers deliver instruction directly shapes students' motivation and classroom experiences. When teachers used varied, creative, and appropriate teaching strategies, students became more attentive during lessons, more confident in participating in discussions, and more willing to engage in classroom activities. This demonstrates that effective instruction goes beyond simply delivering content—it creates an environment where students feel encouraged to participate, think critically, and actively take part in their own learning, emphasizing the need for teachers to continuously refine their practices to meet diverse learning needs.

More importantly, the findings confirmed that different teaching strategies produce varying levels of student interest and engagement, proving that not all approaches generate the same learning impact. A strong positive relationship was found between instructional strategies, student interest, and student engagement, showing that these factors work together in shaping meaningful learning experiences. Ultimately, the study reinforces a central truth in education: teachers are at the heart of student learning, and when they consistently use learner-centered, dynamic, and engaging strategies, they ignite curiosity, sustain motivation, strengthen classroom participation, and create learning experiences that lead to lasting academic success in History and Geography.

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