This descriptive study aimed to determine growth in learning among high school students at the Ilocos Sur National High School, SY 1997-1998, in terms of the outcomes of learning gained in the course of their long-year curricular experience in social studies education. It specifically evaluated their academic achievement level on cognitive, affective and psychomotor development through three grading periods and determined the extent of interrelationships of the three aspects in contributing to a holistic personality development.

Using jury-validated teacher-constructed tests, data were gathered from 204 students or 3.77% of all the high school students enrolled in the school. Normative analysis of the students cognitive, affective and psychomotor achievement was done using descriptive statistics based on the grades of individual students.

The t-values were computed to find out the degree of significance of differences of the academic achievement between boys and girls. The Pearson’s product-moment correlation technique was used to determine the progressive correlation between variables over three grading periods. Fisher’s Z conversion technique was utilized to examine the interrelation among variables in contributing to a wholistic personality development.

Analyzing the total data obtained, it was found out that in all the four year levels, the achievement level of the students was significantly high on the cognitive intellectual abilities and skills. In the area of affective development, the students registered a satisfactory achievement. It is on psychomotor aspects that there was no significant achievement made. This denotes that physical abilities and skills were not actually encouraged, hence these were barely developed.

The teaching learning process in social studies was thus focused on the development of intellectual skills with emphasis
on knowledge acquisition and little attention was afforded to the
development of socio-emotional and physical skills.

In comparing between the sexes, the computed t-values
registered significant difference between the academic
achievement of bys and girls. The girls apparently were much
better academically than the boys because the former had
higher cognitive, affective and psychomotor skills and abilities
than the latter.

Analysis also disclosed that the development of the cognitive,
affective and psychomotor abilities and skills were improved and
sustained between the grading periods. The interrelationships of
the three aspects showed that the three were tightly intertwined,
that is, relative to the subject matter, the three were developed
almost simultaneously, thus, contributing to a wholistic student
development.

In view of the findings, it s recommended that a review and
subsequent improvement of the social studies curriculum
should be undertaken specifically on the curriculum content,
methods and techniques of teaching, in service training of
teachers and interpersonal relations. This would improve and
make social studies education the discipline that could
contribute effectively to the total and well-rounded development
of high school students.