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Challenges encountered and strategies employed in teaching Araling Panlipunan in Tagudin District: Basis for an instructional plan

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ABSTRACT

This study examined the challenges encountered and strategies employed in teaching Araling Panlipunan in the Tagudin District, Division of Ilocos Sur, with the ultimate goal of developing a contextualized and responsive instructional plan. A review of the related literature was conducted to deepen understanding of the study's key concepts and variables. Using a descriptive-correlational research design, the study systematically investigated the challenges faced by Araling Panlipunan teachers and the instructional strategies they employed to address them. The respondents consisted of 75 Araling Panlipunan teachers and school heads from various public elementary schools in the district, selected through total population sampling.

Findings revealed that the Araling Panlipunan teachers demonstrated a high level of agreement regarding the challenges they encountered in instructional delivery. To address these challenges, teachers employed instructional strategies to a very great extent, particularly paired activities to promote collaborative learning and real-life examples to facilitate learners' understanding of concepts. However, Pearson's r showed no significant relationship between the challenges encountered and the instructional strategies employed by the teachers. Based on these findings, the study recommends that future research consider additional variables that may influence teachers' choice and use of instructional strategies. Further studies may also examine the effectiveness and long-term impact of these strategies on learners' academic performance in Araling Panlipunan.

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Introduction

Education is a powerful driver of national development and social transformation. It shapes minds, nurtures values, and equips individuals with the knowledge and skills necessary for civic participation and economic productivity. As a fundamental pillar of nation-building, the educational system plays a

vital role in developing informed, responsible, and socially engaged citizens. Within this broader educational goal, Araling Panlipunan (AP) provides learners with opportunities to understand history, society, culture, governance, and their roles and responsibilities as members of their communities and the nation.

As learners progress to the intermediate level, particularly Grades 4 to 6, Araling Panlipunan becomes increasingly conceptually dense and cognitively demanding. At this stage, learning moves beyond the basic recall of facts toward more complex tasks, such as analyzing historical events, establishing connections among social issues, interpreting societal developments, and evaluating civic responsibilities (David et al., 2020). While these competencies are essential to developing critical and socially aware learners, they also present significant challenges for both teaching and learning.

Studies have shown that learners may perceive Araling Panlipunan as difficult or less engaging because of its abstract concepts, text-heavy learning materials, and predominantly linear presentation of historical and social content (Garcia & Mendoza, 2018). Traditional instructional approaches that rely heavily on lectures and textbook readings may further contribute to passive participation and limited conceptual retention. These difficulties may be compounded by language barriers, limited reading comprehension, and insufficient prior knowledge, particularly among learners in rural or underserved communities (Cruz & Espina, 2019).

These concerns are also relevant in the Division of Ilocos Sur, particularly in the Tagudin District, where public elementary schools serve learners from varied socioeconomic and linguistic backgrounds. Some schools face challenges related to the availability and adequacy of instructional resources, class size, and access to updated and contextualized learning materials. Such conditions may affect teachers' ability to provide meaningful and engaging Araling Panlipunan instruction.

At the intermediate level, teachers are expected not only to simplify complex historical and social concepts but also to develop learners' critical thinking, civic awareness, and appreciation of their social and cultural environment. Meeting these expectations may be challenging when teachers face constraints in professional development opportunities, curriculum pacing, instructional resources, and the availability of localized content. Under these circumstances, teachers may rely more heavily on conventional teacher-centered approaches, potentially limiting opportunities for inquiry, collaboration, and authentic learning.

Another important consideration is the connection between the prescribed curriculum and learners' immediate experiences. When lessons are insufficiently contextualized in relation to local history, culture, community practices, and contemporary issues, learners may find it difficult to recognize the relevance of the concepts being taught. Contextualized instruction can therefore play an important role in making Araling Panlipunan more meaningful and relatable. Strategies such as project-based learning, storytelling, historical role-playing, collaborative activities, the use of real-life examples, and the integration of community-based content have been identified as possible approaches for enhancing learner engagement and understanding (Luzano & Bernardino, 2021; Sarmiento, 2017). Ballesteros and

Gregorio (2021) likewise emphasized the importance of teacher agency and flexibility in designing instruction responsive to learners' needs.

Despite the growing literature on the teaching of Araling Panlipunan, there remains a need for localized evidence on the specific challenges encountered and instructional strategies employed by intermediate-level teachers in the Tagudin District. Existing studies may provide broader insights into the difficulties of teaching Social Studies and the effectiveness of various pedagogical approaches; however, these findings may not fully reflect the specific instructional conditions, learner characteristics, and resource realities of schools within the district. Understanding these local conditions is necessary for developing interventions that are responsive to the actual needs of teachers and learners.

Thus, this study sought to examine the challenges faced by Araling Panlipunan teachers and the strategies they employ to address them. Specifically, it aimed to identify the pedagogical, contextual, and logistical difficulties experienced in teaching Araling Panlipunan, determine the instructional strategies currently employed by teachers, and examine the relationship between the challenges encountered and the strategies used. The findings served as the basis for developing a contextualized and responsive instructional plan intended to strengthen the teaching of Araling Panlipunan in the Tagudin District.

The study is organized into several sections: introduction, review of related literature, research methodology, presentation and analysis of data, results and discussion, and conclusions and recommendations.

Literature review

The literature review examines existing research on the challenges and strategies in teaching Araling Panlipunan, focusing specifically on instructional delivery, availability of instructional materials and resources, learner engagement and classroom management, and curriculum implementation.

Challenges in teaching Araling Panlipunan

The study by Hernandez and Bautista (2022) examined how cooperative methods, such as peer discussion, role-playing, and team-based activities, influence student participation and learning in Araling Panlipunan. The findings showed that group dynamics fostered active engagement, critical thinking, and collaboration among learners, significantly improving motivation and interest in the subject. However, the study also found that teachers faced difficulties implementing these strategies due to classroom management challenges, large class sizes, and a lack of training in facilitating group work effectively. Despite these barriers, the study underscores the potential of group dynamics to transform traditional Araling Panlipunan classes into interactive, learner-centered environments. Group dynamics are effective in AP instruction but are hindered by implementation challenges, including classroom management and a lack of training. The study by Baliling, V.F. (2021), *Multiple Intelligences Strategies in Teaching Araling Panlipunan among Public Secondary Schools in the City Division of Tabuk, Kalinga*, investigated the extent to which teachers incorporate Gardner's theory of multiple intelligences into their Araling Panlipunan instruction. The research indicated moderate use of strategies tailored to different intelligences, such as linguistic, interpersonal, and spatial skills. While some improvement in

student engagement was observed, many teachers faced moderate challenges, including limited instructional materials, time constraints, and insufficient professional development in differentiated instruction. The study emphasizes the need for ongoing teacher training and additional resources to apply multiple intelligences in the classroom effectively. Multiple intelligences strategies are used to a moderate extent in AP teaching, but challenges such as a lack of training and materials limit their effectiveness.

David (2024) examined instructional challenges, focusing on teachers assigned to teach Araling Panlipunan despite lacking subject-matter specialization. The research revealed a recurring problem: non-major teachers often struggled with deep content knowledge, leading to limited confidence and effectiveness in delivering lessons. To address this, the study recommends using Professional Learning Communities (PLCs), creating teaching-aid banks, and providing targeted in-service training and mentoring. These measures were found to significantly help non-specialist teachers improve their content mastery and teaching strategies. Non-AP major teachers face content gaps, and support mechanisms such as PLCs and training help them cope and improve their instruction.

According to Magpantay, L. (2019), in his research, Instructional Techniques in Araling Panlipunan Employed by Grade Ten Teachers in Public Schools in Area III, Batangas Province, identified commonly used instructional strategies and evaluated their strengths and limitations. The study found that teachers mostly relied on lectures, visual aids, and question-and-answer methods. While these strategies helped maintain classroom structure, there was minimal integration of interactive or technology-based instruction. The study concluded that there was no clear link between instructional techniques and student performance, and it recommended enhancing teaching materials and questioning strategies. This highlights the need for pedagogical innovation and professional development to align teaching practices with 21st-century competencies. Traditional techniques dominate AP classrooms; improvement is needed in materials and questioning strategies, despite unclear links to performance. Further, Magpantay researched the instructional techniques employed by Grade Ten Araling Panlipunan teachers in the public schools of Batangas Province, revealing that while lectures, visual aids, questioning techniques, and discussions were widely used, interactive and student-centered methods were significantly lacking. These traditional strategies ensured classroom structure and content coverage but often fell short of actively engaging students or fostering higher-order thinking skills. The study found no statistically significant correlation between these teaching methods and students' academic performance, suggesting that while conventional approaches may maintain order, they are insufficient in cultivating deep learning or critical engagement. Consequently, Magpantay proposes diversifying instructional strategies by incorporating multimedia resources, inquiry-based learning, and more robust questioning techniques. The study emphasizes the need for teacher training in contemporary pedagogical frameworks and encourages the integration of performance-based assessments to align instruction with 21st-century learning goals.

Strategies for improving the Araling Panlipunan performance of Grade V students at Irukan-Kalayaan Elementary, as studied by Arellano, M., & Rosales, M. C. (2019), emphasized the importance of using localized, concrete instructional materials to enhance pupils' understanding of Social Studies concepts. Arellano and Rosales found that hands-on activities, community-based projects, and culturally relevant

content significantly improved learner engagement and comprehension. However, they also noted that many teachers lacked experience in integrating technology or applying updated pedagogical approaches, which limited their instructional flexibility. The findings suggest that promoting localized and collaborative strategies can be highly effective, provided teachers receive adequate training and exposure to current educational trends. Localized materials and collaborative strategies are effective in AP but remain underutilized due to limited technological and pedagogical skills.

The study by Seludo and Murillo (2023), titled "Experiences and Challenges of Grades 7–9 Araling Panlipunan Teachers in Promoting Students' Civic Competence," examined how AP teachers deliver content that builds civic values and social awareness. Teachers reported challenges with the complexity of topics, such as governance, civic duties, and historical analysis, especially for students with low comprehension or limited exposure to civic practices. Moreover, pressure to meet curriculum requirements reduced time for in-depth discussions and values-based learning. The study calls for more flexible teaching strategies and the integration of real-life civic experiences to address these issues. Teachers struggle to teach civic competence in AP courses due to complex content, time constraints, and learners' diverse backgrounds.

Manimog's (2025) quantitative analysis of teaching strategies in Araling Panlipunan and their influence on students' resilience in DRRM found that instructional methods such as role-playing, simulations, and scenario-based problem-solving positively affect learners' awareness and readiness in disaster risk reduction and management (DRRM). The study also found that when teachers connect AP topics to real-life situations, students become more proactive and develop stronger critical thinking and problem-solving skills. This strategy also cultivates resilience and community-oriented values. The findings suggest that experiential learning can be a powerful tool for promoting both academic and life skills among intermediate and secondary learners. Real-life and experiential strategies in AP enhance students' DRRM awareness and foster resilience and critical thinking.

Strategies in Teaching Araling Panlipunan

These studies provide a foundation for the present research and support the development of a contextualized instructional plan for intermediate learners in the Tagudin District, Division of Ilocos Sur. Hernandez, L.C. & Bautista, A.M. (2022) examined the effectiveness of group dynamics as a strategy for teaching Araling Panlipunan in the Calaca District. Their research explored instructional techniques such as discussions, concept mapping, role-playing, dramatization, and problem-solving exercises, all grounded in collaborative learning principles. Findings indicate that these methods significantly increased student engagement, improved social interaction, and strengthened learners' critical thinking. Teachers observed positive shifts in both cognitive outcomes and learner behavior, demonstrating that active learning approaches can enrich traditional Social Studies instruction. However, the study also emphasized that implementing these group-centered strategies posed serious challenges, including maintaining discipline, balancing group workloads, and ensuring that learning objectives were uniformly achieved across all groups. Limited classroom space and time constraints further compounded these issues. The researchers concluded that while group dynamics are highly beneficial for promoting learner participation, their success depends heavily on proper planning, class-size control, and teacher preparedness for classroom management and facilitation.

In their study of instructional strategies to enhance Araling Panlipunan performance among Grade V learners, Arellano and Rosales (2019) examined the use of localized, tangible materials and collaborative group projects in an elementary school setting. Results showed marked improvements in student comprehension, participation, and engagement with the subject when lessons were made more culturally and contextually relevant. These strategies helped learners visualize abstract historical and social concepts, making the content more meaningful and accessible. Furthermore, peer cooperation in group activities enhanced interpersonal skills and promoted deeper understanding through shared tasks and reflective discussions. However, the study also identified a significant gap in teachers' training in modern pedagogy, particularly in integrating technology and facilitating differentiated instruction. Many educators lacked exposure to digital tools and contemporary teaching models, limiting their ability to deliver dynamic and inclusive lessons. Arellano and Rosales recommended sustained training programs and school-based support systems to enhance teacher competence in modern, context-based teaching strategies.

David's (2024) study examined the teaching experiences of non-Social Studies major educators assigned to Araling Panlipunan classes, uncovering notable challenges in content mastery, pedagogical confidence, and classroom delivery. The research found that teachers without formal academic preparation in Araling Panlipunan struggled with the subject's depth and scope, particularly in historical interpretation, political concepts, and geography. This lack of subject familiarity led to instructional hesitations, reduced learner engagement, and missed opportunities for meaningful learning. To address these issues, the study recommended establishing Professional Learning Communities (PLCs) within schools to enable peer mentoring, shared lesson planning, and resource exchanges. David also suggested developing teaching-aid banks where educators could access materials and model lesson plans tailored to Araling Panlipunan. Targeted in-service training programs focused on Social Studies content and the integration of strategies were further proposed as sustainable long-term solutions. The study concluded that these mechanisms are crucial for empowering non-specialist teachers and ensuring the quality of Araling Panlipunan instruction.

The descriptive study by Moreno (2019) examined the teaching methods used to deliver Araling Panlipunan content at Nasugbu West Central School and their impact on teaching performance. It found that teachers demonstrated strong content knowledge and employed a range of instructional techniques, including lectures, group discussions, simulations, dramatizations, and cooperative activities. These strategies were reported to align well with learners' needs and classroom realities, particularly in enhancing participation and contextual understanding. Despite these positive practices, the study noted inconsistencies in student performance due to gaps in strategic planning and evaluation. In response, Moreno proposed an action plan model to streamline instructional delivery, promote differentiated approaches, and incorporate outcome-based evaluation techniques. The study emphasized the importance of reflective teaching practices, continuous improvement of classroom strategies, and structured planning mechanisms that respond to learners' cognitive, social, and emotional development. Moreno's work provides a practical foundation for school-based instructional planning and professional development.

The phenomenological study by Seludo and Murillo (2023) explored the lived experiences of Grades 7-9 Araling Panlipunan teachers in promoting civic competence among students. The study found that teachers often struggled with content complexity – particularly in topics involving governance, historical critique, and socio-political systems – making it difficult to translate these into learner-friendly discussions. The diversity of student backgrounds, including varied levels of socio-political exposure and comprehension, further complicated instruction. Additionally, rigid curriculum pacing and administrative expectations left little room for in-depth engagement with civic values and real-world applications. These barriers collectively hindered teachers' efforts to foster students' sense of citizenship and social responsibility. The study concluded with a call for increased curricular flexibility, contextual learning materials, and more experiential activities – such as community immersion or debate – to make civic learning more relevant and transformative.

The quantitative study by Manimog (2025) examined the impact of teaching strategies in Araling Panlipunan, particularly those integrated with Disaster Risk Reduction and Management (DRRM) education. The study found that experiential strategies—such as role-playing, real-life scenario simulations, collaborative problem solving, and case study analysis—significantly improved learners' resilience, critical thinking, and preparedness for real-world situations. Students exposed to these methods showed heightened awareness of their roles in disaster response and community safety, as well as improved retention of AP concepts through applied learning. The study emphasized the value of connecting academic instruction to current social issues, arguing that when students see the practical relevance of their lessons, they become more engaged and proactive. A strong correlation was observed between the use of these strategies and the development of life skills, suggesting that integrating civic and disaster-related topics into AP through participatory methods can lead to both academic and behavioral growth.

Statement of the problem

The study examined the relationship between the challenges encountered and the extent of strategies used by the Araling Panlipunan teachers. Specifically, it addressed the following questions.

1. What is the level of challenges encountered by Araling Panlipunan teachers in terms of:
 - a. instructional delivery
 - b. availability of instructional materials and resources
 - c. learner engagement and classroom management
 - d. curriculum implementation
2. What is the extent of strategies employed by Araling Panlipunan teachers in addressing the identified challenges?
3. Is there a significant relationship between the level of challenges encountered and the extent of strategies employed?

Hypothesis

Challenges encountered by Araling Panlipunan teachers and the extent to which they employ strategies. One of the key dimensions of these challenges, Magpantay (2019) identified commonly used instructional strategies and evaluated their strengths and limitations. While these strategies helped maintain classroom structure, there was minimal integration of interactive or technology-based instruction. The study concluded that there was no clear link between traditional instructional techniques and AP classroom performance; improvements are needed in materials and questioning strategies, despite the unclear links to performance. Building on these findings, the current study hypothesizes that the null hypothesis is accepted.

Scope and delimitation of the study

The study focuses on the challenges AP teachers encounter, specifically in instructional delivery, resource availability, learner engagement, and curriculum implementation. It also examines the instructional strategies AP teachers use to teach Araling Panlipunan. This research is limited to AP teachers and intermediate learners in public elementary schools in the Tagudin District, Division of Ilocos Sur.

Research methodology

Research design

This study employed a quantitative approach using a descriptive-correlational research design. The descriptive component was used to determine the challenges teachers encountered in teaching Araling Panlipunan (AP) and the extent to which they employed strategies to address them. The correlational component examined the relationship between the challenges encountered and the strategies employed. This design was appropriate because the study described existing conditions and examined the relationship between the variables without manipulating them.

Locale of the study

The study was conducted in **public elementary schools in the Tagudin District, Division of Ilocos Sur**. The locale provided the appropriate setting for examining the challenges encountered and strategies employed in teaching Araling Panlipunan.

Participants of the study

The study involved 75 Araling Panlipunan teachers and school heads from public elementary schools in the Tagudin District. Total population sampling was employed to include the identified population relevant to the study. The respondents were considered appropriate because of their direct involvement in the teaching and supervision of Araling Panlipunan instruction.

Research instrument

A structured questionnaire served as the primary data-gathering instrument. It was designed to gather information on the challenges teachers encountered and the strategies they employed in teaching Araling

Panlipunan. The instrument used a four-point Likert scale, with responses ranging from Strongly Disagree to Agree Strongly.

Data gathering

Before data collection, the researcher obtained approval from the Schools Division Superintendent of the Division of Ilocos Sur through a formal letter authorizing the distribution of the questionnaires. Upon approval, data collection was facilitated through designated teacher representatives from the participating schools. The accomplished questionnaires were retrieved, checked for completeness, coded, tabulated, and prepared for statistical analysis.

Statistical treatment of data

Both descriptive and inferential statistics were employed in analyzing the data. The weighted mean was used to determine the level of challenges encountered and the extent of strategies employed by teachers in teaching Araling Panlipunan. Pearson's product-moment correlation coefficient (Pearson's r) was used to determine the relationship between the challenges encountered and the strategies employed.

Ethical considerations

The study adhered to the principles of voluntary participation, confidentiality, anonymity, and the appropriate handling of research data. Respondents were informed of the purpose of the study, and the information obtained was used solely for research purposes. An ethical review was considered; however, because the study involved minimal risk and did not address sensitive human issues, the formal ethical review was waived in accordance with applicable institutional requirements.

Data presentation and analysis

The data were presented and analyzed in accordance with the study's research questions. The weighted mean was used to describe the challenges encountered and the extent of strategies employed, while Pearson's r was used to examine the relationship between these variables. The results provided the basis for developing a contextualized and responsive instructional plan for teaching Araling Panlipunan.

Range of Scale and Descriptive Interpretation

The following ranges were used to interpret the challenges encountered and strategies employed by teachers in teaching Araling Panlipunan:

Statistical Range	Descriptive Rating	Overall Descriptive Rating
3.26–4.00	Strongly Agree (SA)	Very High
2.51–3.25	Agree (A)	High
1.76–2.50	Disagree (D)	Low
1.00–1.75	Strongly Disagree (SD)	Very Low

Data presentation and analysis

The data are presented in line with the study's objectives, collected through research questionnaires, and analyzed using statistical methods.

Problem 1. What is the level of challenges encountered by Araling Panlipunan teachers in the following areas:

- a. Instructional delivery;
- b. Availability of instructional materials and resources;
- c. Learner engagement and classroom management; and
- d. Curriculum implementation?

Table 1. Level of challenges encountered by Araling Panlipunan teachers

INDICATORS	MEAN	DR
Instructional Delivery		
1. Difficulty simplifying AP concepts for pupils	3.06	A
2. Time is insufficient to complete all required lessons	3.16	A
3. Difficulty using varied learner-centered teaching methods	2.92	A
Composite Mean	3.05	A
Resource Availability		
4. Lack of AP books or printed modules	3.64	SA
5. Inadequate visual aids (e.g., charts, maps, pictures)	3.24	A
6. No access to ICT tools or multimedia equipment	2.79	A
Composite Mean	3.22	A
Learner Engagement and Classroom Realities		
7. Pupils show low motivation or interest in AP	3.13	A
8. Difficulty managing learners with short attention spans	3.13	A
9. Large class size or multi-grade classes impact learning	3.14	A
Composite Mean	3.13	A
Curriculum and Assessment Implementation		
10. Lessons are hard to align with the Most Essential Learning Competencies (MELCs)	3.31	SA
11. Lack of ready-made activities or assessments for AP topics	3.60	SA
12. Difficulty conducting age-appropriate performance tasks	3.29	SA
Composite Mean	3.40	SA
Overall Mean	3.20	HIGH

Source: Salazar (1991)

Based on the data presented in the table, the level of challenges encountered by Araling Panlipunan teachers, with an overall mean of 3.20, is categorized as “high” across the three parameters. This rating indicates that the challenges are neither agree nor strongly agree. When examining the individual parameters, it is evident that most of them fall within the same agree mean rating level, including instructional delivery, resource availability, learner engagement and classroom realities, and curriculum

and assessment implementation, indicating a strong agreement. This finding aligns with David (2024), who examined the instructional difficulties experienced by teachers assigned to teach Araling Panlipunan despite lacking subject-matter specialization.

This finding also aligns with David (2024), who examined the instructional challenges faced by teachers assigned to teach Araling Panlipunan despite lacking subject-matter specialization. Arellano et al. (2019) likewise identified a recurring problem: non-major teachers often struggled with deep content knowledge, leading to limited confidence and effectiveness in delivering lessons. This also aligns with Moreno (2019), who called for increased curricular flexibility, contextual learning materials, and more experiential activities – such as community immersion or debate – to make civic learning more relevant and transformative.

Problem 2. What is the extent of strategies used by Araling Panlipunan teachers in addressing the identified challenges?

Table 2. Extent of strategies used by Araling Panlipunan teachers in addressing the identified challenges

INDICATORS	MEAN	DR
1. Using storytelling and real-life examples to teach concepts	3.91	SA
2. Integrating games, songs, and drawing activities	3.72	SA
3. Utilizing visuals like posters, flashcards, and local artifacts	3.38	SA
4. Localizing topics using community experiences or local history	3.59	SA
5. Conducting group or pair activities for collaborative learning	3.93	SA
6. Using short quizzes or oral recitations for formative assessment	3.58	SA
7. Giving remedial or enrichment sessions for struggling or advanced pupils	3.24	A
8. Collaborating with co-teachers or participating in LAC sessions	2.91	A
Overall Mean	3.53	VHE

Source: Salazar (1991)

According to the table, instructional strategies for addressing the identified challenges had an overall mean of 3.53, indicating very high agreement. When the items were examined individually, nearly all fell within the same mean rating level, strongly agree, including conducting group or pair activities for collaborative learning, using storytelling and real-life examples to teach concepts, integrating games, songs, and drawing activities, localizing topics using community experiences or local history, using short quizzes or oral recitations for formative assessment, and utilizing visuals like posters, flashcards, and local artifacts. However, some items, such as providing remedial or enrichment sessions for struggling or advanced pupils, collaborating with co-teachers, or participating in LAC sessions, had mean ratings at the agree level. These findings align with Hernandez and Bautista (2022), who examined the effectiveness of group dynamics as a strategy in teaching Araling Panlipunan. Their research explored instructional techniques such as peer discussions, concept mapping, role-playing, dramatization, and problem-solving exercises, all grounded in collaborative learning principles. Findings revealed that these methods significantly increased student engagement, improved social interaction, and enhanced learners'

critical thinking. Teachers observed positive shifts in both cognitive outcomes and learning behavior, demonstrating that active learning approaches can enrich traditional Social Studies instruction. Further, David (2024) concluded that while group dynamics are highly beneficial for promoting learner participation, their success depends heavily on proper planning, class-size control, and teacher preparedness for classroom management and facilitation. Moreno (2019) also emphasized the importance of reflective teaching practices, continuous improvement of classroom strategies, and structured planning mechanisms that respond to learners' cognitive, social, and emotional development. Moreno's work serves as a practical foundation for school-based instructional planning and professional development.

3. Is there a significant relationship between the level of challenges encountered and the extent of strategies employed?

Table 3: relationship between the challenges encountered and the strategies used by AP teachers

<i>strategies</i>	Pearson's r	Interpretation	p- value	Interpretatio n	Decision (Null)
challenges encountered	-0.195	Negative weak relationship	0.074	Not Significant	Do not reject H ₀

Note. *p < .05

The data in the table reveal a striking lack of correlation between the challenges teachers encounter and the instructional strategies AP teachers use, even when the dimensions are analyzed separately. This suggests that, regardless of the level of challenges experienced by Araling Panlipunan teachers, their use of teaching strategies remains generally consistent. The findings suggest that teachers continue to employ a range of instructional strategies despite difficulties with instructional delivery, resource availability, learner engagement, and curriculum implementation. Moreover, the results may indicate that teachers have already developed adaptive teaching practices and professional resilience in addressing classroom challenges. This finding aligns with David (2024), who examined the instructional difficulties experienced by teachers assigned to teach Araling Panlipunan despite lacking subject-matter specialization.

Results and discussion

The findings revealed that Araling Panlipunan teachers experienced a high level of challenges in instructional delivery, the availability of instructional materials and resources, learner engagement and classroom management, and the implementation of the curriculum and assessments. Teachers particularly encountered difficulties related to limited instructional time, the need to simplify complex AP concepts, inadequate learning resources and ICT tools, low learner motivation, classroom management, and the alignment of lessons and assessment tasks with curriculum requirements. These findings are consistent with previous studies that emphasize how resource limitations, classroom conditions, curriculum demands, and teacher preparedness can affect the effective delivery of Araling Panlipunan instruction (Arellano et al., 2019; Baliling, 2021; David, 2024).

Despite these challenges, teachers employed instructional strategies to a very great extent, indicating their continuing efforts to make AP instruction responsive and engaging. Strategies such as paired and collaborative activities, as well as the use of real-life examples, allow learners to participate actively and relate AP concepts to meaningful experiences. This supports Hernandez and Bautista (2022), who found that collaborative approaches can promote learner engagement, social interaction, and critical thinking. The findings suggest that teachers can adapt their instructional practices despite resource and classroom constraints.

However, the correlation analysis revealed a very slight negative and statistically insignificant relationship between the challenges encountered and the strategies employed. Thus, the null hypothesis was not rejected. This indicates that the level of challenges experienced by teachers does not necessarily determine the extent to which they employ instructional strategies. Teachers appear to use various strategies consistently, regardless of the difficulties they encounter. Other factors, such as teaching experience, pedagogical knowledge, available resources, professional development, and school support, may influence their choice and use of instructional strategies and may therefore be considered in future studies.

Theoretical contributions

The findings support Social Constructivism and Experiential Learning, particularly the importance of interaction, collaboration, and meaningful experiences in the learning process. The teachers' use of collaborative activities and real-life examples demonstrates how learners can construct understanding of historical, social, and civic concepts through interaction and connections with their everyday experiences. The absence of a significant relationship between challenges and strategies also suggests that teachers' instructional practices may be influenced by factors beyond the challenges they encounter.

Practical contributions

The findings provide a basis for strengthening Araling Panlipunan instruction in the Tagudin District. Schools may support teachers through adequate instructional resources, localized learning materials, ICT integration, professional development, and opportunities for sharing effective teaching practices. More importantly, the results provide the basis for developing a contextualized and responsive instructional plan that addresses identified challenges while strengthening the strategies teachers already employ to improve learner engagement and understanding in Araling Panlipunan.

Conclusions

This needs one important statistical correction: since your earlier discussion states that the null hypothesis was not rejected, the conclusion should not say “rejection of the study’s hypothesis.” Here is a more concise and academically appropriate version:

This study examined the relationship between the challenges encountered by Araling Panlipunan (AP) teachers and the instructional strategies they employed. The findings revealed that teachers experienced a high level of challenges while employing instructional strategies to a very great extent. However, the Pearson r correlation showed no significant relationship between the two variables. This indicates that the challenges encountered by AP teachers were not significantly associated with the extent to which they employed instructional strategies. Thus, the null hypothesis of the study was not rejected.

The study acknowledges several limitations, particularly its focus on a relatively small group of AP teachers from public elementary schools in the Tagudin District and the limited variables examined. Future studies may include a larger, more diverse sample and consider additional variables, such as teaching experience, professional development, the availability of instructional resources, and school support. Expanding on these factors may provide a more comprehensive understanding of the factors influencing the instructional strategies employed by Araling Panlipunan teachers.

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