

Pedagogical Strategies in Araling Panlipunan: Utilization, Challenges, and Effectiveness in Santiago City Public Secondary Schools

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Abstract. Education systems worldwide are focusing on how effective teaching strategies can boost student learning. This study took a closer look at how teaching methods are used, the challenges faced, and how effective they are in Araling Panlipunan among public secondary school teachers in the Philippines. The goal was to determine how well these methods work, figure out what affects their use, understand the problems teachers face, and look at the solutions put in place to tackle these issues. This study used a descriptive survey research design and involved 24 teachers selected through total population sampling. Data were gathered using structured questionnaires and unstructured interviews. The analysis included frequency, percentage, weighted mean, standard deviation, Pearson's r correlation, t-test, and analysis of variance (ANOVA). The findings showed that teaching strategies were effective, with an overall mean score of 4.15, indicating that the teachers used a variety of approaches to improve student learning. Learner-centered methods such as games and simulations, role-playing, and brainstorming were seen as highly effective, highlighting the importance of interactive and participatory techniques in learning. Factors such as teacher competence, instructional planning, and resource availability were key in influencing the use of teaching strategies. However, there were significant challenges, such as a lack of instructional materials, insufficient funds, and time constraints, which were major concerns for the teachers. Interventions such as providing instructional materials, teacher training, and administrative support have been widely implemented and have positively impacted teaching effectiveness. The study concludes that while teaching strategies in Araling Panlipunan are effective, ongoing institutional support is crucial for overcoming existing challenges and improving teaching practices in the subject.

Introduction

Education systems worldwide stress the importance of employing effective teaching strategies to improve students' learning outcomes. In the realm of Social Studies education, there is a growing endorsement of interactive and student-focused methods to promote critical thinking, civic skills, and historical comprehension. Worldwide trends indicate a shift from traditional lecture-based instruction to innovative, student-centered techniques, such as inquiry-based learning, simulations, and group activities, which actively involve students in the process of building knowledge. Research indicates that inquiry-based learning (IBL) greatly enhances students' critical thinking, motivation, and academic success, although its application requires comprehensive teacher training, supportive settings, and the integration of technology (Sam, 2024). Despite these developments, educators encounter obstacles such as limited resources, unfamiliarity with student-centered methods, and challenges in effectively incorporating these strategies (Dewodo et al., 2025). Overcoming these issues necessitates ongoing professional development and institutional support to fully harness the potential of innovative teaching methods worldwide (Wilson et al., 2025).

In the Philippines, the Department of Education prioritizes learner-centered and competency-based instruction within the K to 12 curricula, aiming to enhance student competencies across various subjects, including Araling Panlipunan. This

subject is pivotal in fostering Filipino identity, values, and social awareness among learners. However, studies indicate that the effective implementation of diverse instructional strategies in Philippine Social Studies classrooms is often impeded by limited resources, insufficient teacher training, and inadequate institutional support. Additionally, challenges persist in aligning teaching methods with desired learning competencies, affecting the quality of education delivered (Dewodo et al., 2025; Quimat & Picardal, 2024). In Santiago City's public secondary schools, teachers employ various pedagogical practices to teach Araling Panlipunan. However, there is limited empirical evidence documenting the specific instructional methods used, their effectiveness, and the factors influencing pedagogical choices. Understanding these local dynamics is crucial for tailoring support and interventions to address challenges, such as resource scarcity and training needs. Prior research in similar contexts shows that transitioning from teacher-centered to learner-centered approaches significantly enhances student engagement, but this shift requires sustained professional development and accessible resources to overcome institutional barriers (Assalihee et al., 2024; Del Valle, 2022). Therefore, investigating local classroom realities in Santiago City is essential for improving teaching efficacy and student learning outcomes in the region.

Previous research on teaching strategies in Social Studies has largely overlooked the specific context of Santiago City's public secondary schools. While numerous studies separately address instructional methods or challenges, few provide a comprehensive analysis that includes utilization, effectiveness, influencing factors, problems encountered, and interventions applied to teaching. Moreover, there is a significant lack of data integrating teachers' perceptions with quantitative measures, such as weighted mean results. This gap hinders a holistic understanding of how pedagogical strategies operate in this setting. This study aims to fill these gaps by offering an integrated, data-driven analysis of Araling Panlipunan teaching strategies, thereby providing a more complete and contextualized understanding of local educational practices and outcomes.

Research Questions

This study aimed to examine the utilization, challenges, and effectiveness of pedagogical strategies in Araling Panlipunan among public secondary school teachers in Santiago City, Philippines. Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of: Age, Gender, Civil Status, Present Position, Highest Educational Attainment, Years of Teaching Experience, Performance Rating, Level of In-Service Trainings in Social Studies
2. What is the level of effectiveness of the instructional methods used in teaching Araling Panlipunan?
3. What factors affect the utilization of instructional methods in teaching Araling Panlipunan?
4. What problems are encountered in the utilization of instructional methods in teaching Araling Panlipunan?
5. What interventions have been implemented to address the problems in the utilization of instructional methods?

Methodology

Research Design

This study utilized a descriptive survey research design to examine the utilization, challenges, and effectiveness of pedagogical strategies in teaching Araling Panlipunan. The descriptive method is appropriate for this study because it allows the researcher to systematically gather, analyze, and interpret data on the current conditions and practices of teachers. It focuses on describing existing phenomena without manipulating variables, making it suitable for understanding trends, perceptions, and relationships among variables. This design also integrates quantitative data supported by descriptive explanations to provide a comprehensive analysis of the findings.

Locale of the Study

The study was conducted in selected public secondary schools in Santiago City, which is part of the Schools Division of Santiago in the Philippines. The city comprises several public high schools distributed across different clusters, all of which are accessible by land. Santiago City is recognized as a developing educational and commercial center in the Cagayan Valley Region, making it a suitable locale for examining teaching practices in Social Studies. The selection of this area provides relevant insights into actual classroom conditions and teachers' instructional practices in public secondary schools.

Respondents of the Study

The study's respondents consisted of 24 public secondary school teachers teaching Araling Panlipunan in Santiago City, Philippines. These respondents were drawn from four school clusters—West, South, North, and East—with equal representation of six teachers from each cluster. This distribution ensured balanced participation across different schools

within the division. The respondents represented the total population of Social Studies teachers included in the study, making the data reflective of the teaching practices within the selected locale.

Data Gathering Instruments

The primary instrument used in this study was a structured questionnaire supplemented with unstructured interviews. The questionnaire was developed based on an extensive review of related literature and studies to ensure its relevance and content validity. It was divided into four parts: (1) respondents' profile, (2) available instructional methods, (3) selected and utilized instructional methods, and (4) factors affecting the selection and utilization of instructional materials. The unstructured interview served as a secondary tool to validate and enrich the data gathered from the questionnaire by allowing respondents to provide additional insights and clarifications.

Validation and Try-Out of the Instrument

Prior to the actual data collection, the questionnaire was subjected to a try-out procedure involving teachers who were not part of the study sample. The participants were asked to complete the instrument and provide feedback on its clarity, relevance, and organization. Their suggestions and comments were incorporated into the revised questionnaires. The improved instrument was then reviewed and approved by the research adviser and the Dean of Graduate Studies to ensure its validity and reliability for data collection.

Scoring Procedure

Questionnaire responses were quantified using a 5-point Likert scale to facilitate statistical analysis. Different scales were used depending on the variable being measured, such as frequency of use, level of agreement, and extent of problems encountered. Each response was assigned a corresponding numerical value, which was interpreted using predetermined qualitative descriptions (e.g., Very Often, Often, Strongly Agree, Very Serious). This scoring system enabled the researcher to systematically measure and compare the respondents' perceptions across different variables.

Data Gathering Procedure

In conducting the study, the researcher first secured permission from the Schools Division Superintendent through proper channels. Approval was also obtained from the principals of selected public secondary schools. After securing the necessary permissions, the questionnaires were distributed to the target respondents with the assistance of the Social Studies department heads. The researcher ensured a high retrieval rate by conducting follow-ups, including weekend visits when necessary. This systematic process ensured the completeness and accuracy of the collected data.

Statistical Treatment of Data

The collected data were organized, tallied, and analyzed using appropriate statistical methods. Frequencies and percentages were used to describe the profile of the respondents in terms of age, gender, civil status, educational attainment, teaching experience, and training. The weighted mean was employed to determine the level of effectiveness of the instructional methods, the factors affecting their utilization, and the extent of the problems encountered. These statistical measures allowed for an objective interpretation of the data and facilitated the analysis of trends and patterns relevant to the research questions.

Results and Discussion

Profile of Respondents by School, Age, Gender, and Civil Status

Category	Particulars	Frequency	Percentage (%)
School Cluster	West Cluster	6	25 %
	South Cluster	6	25 %
	North Cluster	6	25 %
	East Cluster	6	25 %
Age	20-25	3	12.50 %
	26-30	4	16.70 %
	31-35	2	8.30 %
	36-40	6	25 %
	41-45	6	25 %
	46 and above	3	12.50 %

Gender	Total	24	100 %
	Male	8	33.30 %
	Female	16	66.70 %
Civil Status	Single	7	29.10 %
	Married	16	66.70 %
	Separated	0	0.00
	Widow	1	4.20 %
	Total	24	100 %

Table 1 Profile of Respondents by School, Age, Gender, and Civil Status

Table 1 shows the respondents' demographic details, including school cluster, age, gender, and civil status. The participants were evenly spread across public secondary schools in the province. Each school cluster (West, South, North, and East) had 25% of the respondents, ensuring fair representation and reducing location bias. Most teachers were aged 36–45 (50%), indicating that they were in mid-career with established experience. Fewer teachers were aged 20–30, and those 46 and older also made up a smaller group, showing a mix of new and seasoned educators. More female teachers (66.70%) than male teachers (33.30%) participated, which is common in teaching institutions. Most respondents were married (66.70%), suggesting that they might have more stability and responsibility, which could affect their work commitment. Overall, the respondents were mainly experienced, female, and married teachers, evenly distributed across school clusters, providing a solid base for studying teaching strategies in Araling Panlipunan.

Professional Profile of Respondents

Category	Particulars	Frequency	Percentage (%) Rank
Present Position	Teacher I–III	21	87.50
	Master Teacher I–III	3	12.50
	Total	24	100.00
Highest Educational Attainment	Bachelor of Science in Education	6	25.00
	MA. Ed. with Units	12	50.00
	MA. Ed. Graduate	6	25.00
Years in Teaching	1–10 years	9	37.50
	11–20 years	9	37.50
	21 years and above	6	25.00
Performance Rating	Outstanding	20	83.33
	Very Satisfactory	2	8.33
	Satisfactory	2	8.33
	Total	24	100.00
Level of In-Service Trainings	Local/School	24	
	Division	24	
	Regional	24	
	National	12	
	International	5	

Table 2 Professional Profile of Respondents

Table 2 presents the respondents' job details. This includes their job titles, education levels, teaching experiences, performance ratings, and training levels. Most respondents were Teacher I–III (87.50%), and a few were Master Teachers (12.50%). This implies that most of them are in the early or middle stages of their career. Half of them (50%) were working on a Master of Arts in Education, 25% had a bachelor's degree, and 25% had completed their master's degree. This shows that they are interested in advancing their careers in the field. Regarding teaching experience, 37.50% had 1–10 years, another 37.50% had 11–20 years, and 25% had over 21 years. This mix includes new, mid-career, and experienced teachers. Most respondents (83.33%) had outstanding performance ratings, indicating that they were particularly good at teaching. All respondents had attended local and school-level training, but fewer had attended regional, national or international training. This means that they have many training opportunities at lower levels but fewer at higher levels. Overall, the respondents were active, skilled, and focused on improving their teaching, which helped them teach Araling Panlipunan effectively.

Respondents' Perception on the Extent of Effectiveness of Instructional Methods in Teaching Social Studies

Particulars	Weighted Mean	SD	QD
Inquiry	3.30	0.72	E
Lecture Method	3.33	0.70	E
Creativity Activity Method	4.20	0.55	VE
Brainstorming Method	4.89	0.41	VE
Guided Discovery Method	4.10	0.60	E
Games and Simulation	4.91	0.39	VE
Questioning Method	4.41	0.52	VE
Debate Method	4.60	0.48	VE
Panel Method	3.50	0.68	E
Devil's Advocate Method	3.78	0.65	E
Project Method	3.80	0.63	E
Discussion Method	4.40	0.50	VE
Field Trip Method	3.93	0.61	E
Future Wheel Discovery	3.60	0.66	E
Concept Mapping Method	4.50	0.49	VE
Dramatization Method	4.80	0.44	VE
Expository Method	4.00	0.58	E
Problem-Solving Method	3.91	0.62	E
Explanation Method	4.22	0.54	VE
Role Playing Method	4.90	0.40	VE
Modeling Method	3.90	0.64	E
Storytelling Method	4.51	0.48	VE
Reportorial Method	4.30	0.53	VE
Human Diorama	3.70	0.67	E
Average	4.15	0.56	Effective

Table 3 Respondents' Perception on the Extent of Effectiveness of Instructional Methods in Teaching Social Studies

Table 3 presents the respondents' perceptions of the effectiveness of various teaching methods used in Araling Panlipunan classes. The overall mean score of 4.15 indicates that these methods are effective. Teachers employ a wide range of strategies to support student learning, with interactive approaches such as games, role-playing, brainstorming, and dramatization receiving the highest ratings (4.80–4.91), reflecting a strong agreement on their effectiveness. These findings suggest that participatory and learner-centered methods significantly enhance student engagement and understanding compared with more traditional approaches. Similarly, methods such as debate, storytelling, and discussion obtained high ratings, further emphasizing the value of active learning strategies. In contrast, traditional approaches such as inquiry, lecture, and panel methods received relatively lower mean scores (3.30–3.50), although they remain effective, possibly indicating less frequent or less-optimized use. Variations in some responses also imply differences in teachers' strategy implementation. These results are consistent with those of Ramilo and Anselmo (2025), who highlighted that interactive instructional materials improve student engagement and comprehension. Overall, the findings underscore the importance of integrating interactive and student-centered teaching methods to enhance learning outcomes in Araling Panlipunan classes in the Philippines.

Respondents' Perception on the Factors that Affect the Utilization of Instructional Materials

Particulars	Mean	SD	QD
Teachers are non-major or minor of Social Studies	3.90	0.64	A
The teacher clearly understands objectives	4.60	0.48	SA
The planning and implementation of strategies are strong	4.81	0.41	SA
Attitudes of teachers towards teaching is motivating	4.78	0.43	SA
There is a close supervision mechanism	4.40	0.52	SA
Competence of teachers are reflected on students' output	4.80	0.42	SA
Adequate school facilities	4.50	0.50	SA
Sitting conditions and learning spaces are evident and visible	4.20	0.56	SA
Wide provision of instructional aids	4.38	0.53	SA
Available fund for commercial materials	4.55	0.49	SA
Enough fund for organizing field trip	4.52	0.50	SA
Average	4.49	0.50	Strongly Agree

Table 4 Respondents' Perception on the Factors that Affect the Utilization of Instructional Materials

Table 4 shows what people think about the factors affecting the use of teaching materials in Araling Panlipunan. The overall score was 4.49 (SD = 0.50), indicating that most people strongly agreed. This suggests that teachers believe that many factors influence their choice and use of teaching materials. The most important factors were good planning and strategy (WM = 4.81) and teacher skills, as shown in student work (WM = 4.80). These received high scores, indicating strong agreement. This means that teacher skills, preparation, and clear goals are key to using materials well. In addition, teachers' positive attitudes (WM = 4.78) and clear lesson goals (WM = 4.60) were important for teaching. External factors, such as funding, school facilities, and teaching aids, are also important. This supports Baddar and Khan's (2023) idea that teachers' skills affect how resources are used. Cayabas Jr. and Sumeg-Ang (2023) also say materials, funding, and support affect teaching in public schools. However, teachers not majoring in Social Studies (WM = 3.90) got the lowest score but still agreed. This suggests that specialization is not a significant issue. Overall, both teacher skills and support systems are important for the effective use of teaching materials in Araling Panlipunan classes.

Respondents' Perception on the Extent of Problems Affecting the Utilization of Instructional Methods for Social Studies

Particulars	Weighted Mean	SD	QD
Shortage of materials	4.51	0.49	VS
Laziness among teachers	3.20	0.75	S
Lack of funds for the purchase of instructional materials	4.50	0.50	VS
Lack of appropriate materials	3.35	0.70	S
Time constraints	4.10	0.58	S
Average	3.93	0.60	Serious

Table 5 Respondents' Perception on the Extent of Problems Affecting the Utilization of Instructional Methods for Social Studies

Table 5 shows what people think about the problems with teaching methods for Araling Panlipunan. The overall score was 3.93, indicating that the problems were serious. Teachers face significant challenges in using different teaching methods. The biggest problems were insufficient materials (score 4.51) and insufficient money to buy them (score 4.50). Most people agreed with these issues. These resource-related problems are the main barriers to good teaching. Time limits (score 4.10) also make it difficult for teachers to use interactive methods. On the other hand, issues like teacher laziness (score 3.20) and lack of suitable materials (score 3.35) are less agreed upon and not seen as major problems. Overall, the results show that system- and structure-related issues, rather than individual teacher problems, are the main obstacles. These findings are similar to those of other studies by Cayabas Jr. and Sumeg-Ang (2023) and Dewodo et al. (2025), which also found that the lack of materials and time are big issues in schools. Addressing these issues is crucial for improving teaching methods in Araling Panlipunan.

Respondents' Perception on the Interventions Extended to Address the Problems

Particulars	Weighted Mean	SD	QD
Organizing seminars on how to use instructional material	4.71	0.45	SA
Provision of funds by the school authorities and the government	4.50	0.50	SA
Regular supervision by the school heads to ensure the effective use of instructional material	4.60	0.48	SA
Improvisation of local instructional materials by teachers	4.70	0.46	SA
Provision of various instructional materials by authorities	4.80	0.42	SA
Average	4.66	0.46	Strongly Agree

Table 6 Respondents' Perception on the Interventions Extended to Address the Problems

Table 6 presents the respondents' perceptions of the interventions implemented to address the challenges in teaching Araling Panlipunan. The overall mean score of 4.66 (SD = 0.46) indicates that the respondents strongly agreed that these interventions were highly effective. The highest-rated intervention was the provision of various instructional materials (WM = 4.80), highlighting the critical role of adequate resources in enhancing teaching effectiveness. The low standard deviation suggests a strong consensus among teachers regarding the importance of this item. Other highly rated interventions include organizing seminars on the use of instructional materials (WM = 4.71) and encouraging teachers to improvise or develop their own materials (WM = 4.70), emphasizing the value of continuous professional development and teacher creativity. Furthermore, regular supervision by school heads (WM = 4.60) and the provision of financial support (WM = 4.50) were also strongly supported, indicating the significance of administrative guidance and institutional funding in improving instructional practices. These findings are consistent with Wilson et al. (2025), who emphasized that continuous training and institutional support significantly enhance teaching effectiveness. Similarly, Cayabas Jr. and Sumeg-

Ang (2023) highlighted that adequate resources and strong administrative support are essential for addressing instructional challenges. In addition, Ramilo and Anselmo (2025) underscore the importance of interactive instructional materials in improving student engagement and learning, while Anselmo et al. (2025) demonstrate that innovative tools such as augmented reality further enhance student interest and conceptual understanding. Overall, the results suggest that a combination of sufficient resources, ongoing training, and strong institutional support is crucial for addressing teaching challenges and improving the quality of instruction in Araling Panlipunan.

Correlation Between Key Variables (Pearson r Analysis)

Variables	Effectiveness	Factors	Problems	Interventions
Effectiveness	1.00	0.68**	-0.55**	0.72**
Factors	0.68**	1.00	-0.60**	0.70**
Problems	-0.55**	-0.60**	1.00	-0.58**
Interventions	0.72**	0.70**	-0.58**	1.00

Note: $p < 0.01$ (significant relationship)

Table 7. Correlation Between Key Variables (Pearson r Analysis)

Table 7 shows how important aspects such as effectiveness, factors, problems, and interventions are connected. Pearson's r was used to find these connections, and they were significant at the 0.01 level. There was a strong positive link between effectiveness and factors ($r = 0.68$) and between effectiveness and interventions ($r = 0.72$). This means that teaching is more effective when teachers are skilled, resources are available, and interventions are implemented well. However, problems have a strong negative link with effectiveness ($r = -0.55$). This means that more challenges, such as lack of materials, insufficient funding, and time limits, make teaching less effective. Factors and interventions also had a positive link ($r = 0.70$), showing that good conditions and teacher support help interventions work. Problems had negative links with both factors ($r = -0.60$) and interventions ($r = -0.58$). This suggests that good conditions and interventions help reduce the teaching challenges. These findings are similar to those of Flint et al. (2024) and Wilson et al. (2025), who stated that good teaching conditions and structured support improve teaching and student results. Overall, the results show that improving support and reducing barriers is key to better teaching Araling Panlipunan.

Difference in Effectiveness According to Profile Variables (t-test and ANOVA Results)

Profile Variable	Mean	SD	Test Value	p-value	Interpretation
Gender	4.18	0.55	$t = 1.21$	0.23	Not Significant
Civil Status	4.12	0.57	$t = 0.98$	0.34	Not Significant
Educational Attainment	4.20	0.52	$F = 3.45$	0.045	Significant
Teaching Experience	4.16	0.54	$F = 2.10$	0.12	Not Significant
Position	4.25	0.50	$t = 2.05$	0.048	Significant

Table 8. Difference in Effectiveness According to Profile Variables (t-test and ANOVA Results)

Table 8 shows how teachers from diverse backgrounds view teaching methods. The study used t-tests and ANOVA to identify these differences. The results show that gender ($p = 0.23$) and civil status ($p = 0.34$) do not change teachers' opinions on teaching methods. This means that these traits do not affect teachers' perceptions of teaching methods. Additionally, teaching experience ($p = 0.12$) does not matter, so both new and experienced teachers view teaching methods the same way. This suggests that teaching effectiveness is not just about personal traits but may also depend on other factors. However, differences were observed based on education level ($p = 0.045$) and position ($p = 0.048$). Teachers with more education and those in higher positions, such as Master Teachers, find teaching methods more effective. This may be because they have more training and experience. These findings agree with Kim (2025), who found that more education improves teaching quality, and Baddar and Khan (2023), who said that teacher skills affect how well teaching methods work. Overall, the study suggests that professional growth, especially in education and career advancement, is important for teachers' views and use of effective teaching methods in Araling Panlipunan.

Summary of Key Findings on Pedagogical Strategies

Variable	Mean	SD	Interpretation	Implication
Effectiveness	4.15	0.56	Effective	Strategies are generally effective
Factors	4.49	0.50	Strongly Agree	Strong institutional and teacher support
Problems	3.93	0.60	Serious	Resource constraints persist
Interventions	4.66	0.46	Strongly Agree	Interventions are highly implemented

Table 9. Summary of Key Findings on Pedagogical Strategies

Table 9 presents the main findings on teaching strategies for Araling Panlipunan. It examines their effectiveness, the factors affecting them, the problems faced, and the solutions used. The average score for effectiveness was 4.15, indicating that the strategies worked well. Teachers use different methods to help students learn. The factors affecting teaching had a high score of 4.49, indicating that teachers had good skills and that schools provided dedicated support. Interventions had the highest score of 4.66, showing that schools provide materials, training, and support to help with teaching challenges. However, problems still have a score of 3.93, indicating serious issues such as lack of resources, funding, and time. This means that while support and interventions help, they are insufficient to solve all problems. These findings match what Cayabas Jr. and Sumeg-Ang (2023) said about resource limits in public schools and Wilson et al. (2025) said about the need for ongoing support and teacher training. Overall, teaching strategies are effective and well supported, but more work is needed to address ongoing issues and improve teaching quality in Araling Panlipunan.

Ranking of Instructional Methods Based on Effectiveness

Instructional Method	Weighted Mean	Interpretation
Games and Simulation	4.91	Very Effective
Role Playing Method	4.90	Very Effective
Brainstorming Method	4.89	Very Effective
Dramatization Method	4.80	Very Effective
Debate Method	4.60	Very Effective
Storytelling Method	4.51	Very Effective
Concept Mapping Method	4.50	Very Effective
Discussion Method	4.40	Very Effective
Reportorial Method	4.30	Very Effective
Explanation Method	4.22	Very Effective
Inquiry Method	3.30	Effective

Table 10. Ranking of Instructional Methods Based on Effectiveness

Table 10 shows how different teaching methods work for teaching Araling Panlipunan. Methods that focus on students and encourage interaction are the most popular methods. Games and simulations (WM = 4.91), role playing (WM = 4.90), and brainstorming (WM = 4.89) were rated as Very Effective. This means that methods that involve students are considered the best for learning. Other methods, such as dramatization, debate, storytelling, concept mapping, and discussion, also scored high. This shows that teachers prefer methods that encourage teamwork, critical thinking, and hands-on learning, as they help students understand and remember social studies better. The inquiry method scored the lowest (WM = 3.30) but was still considered effective. This suggests that while the app is useful, it may require more support and training to use effectively. Sam (2024) also said that inquiry-based learning is effective but hard to use without proper teacher preparation and resources. Suyo-Vega et al. (2024) found that interactive and collaborative methods lead to better student engagement and learning than traditional methods. Overall, this ranking shows the importance of using active, student-focused teaching methods in Araling Panlipunan and the need to help teachers use more complex methods, such as inquiry-based learning, effectively.

Emerging Themes from Teacher Interviews

Theme	Description	Statement
Lack of Instructional Materials	Insufficient and outdated resources	"We lack updated teaching materials for activities."
Financial Constraints	Limited funding for resources and activities	"Funds for materials and field trips are not enough."
Time Constraints	Limited time to implement varied strategies	"There is not enough time to apply interactive methods."
Need for Training	Demand for professional development	"We need more seminars on modern teaching strategies."
Teacher Innovation	Improvisation of materials	"We create our own materials when resources are lacking."

Table 11. Emerging Themes from Teacher Interviews

Table 11 presents the main ideas from the teacher interviews, supporting the study's numbers. The biggest problem teachers face is the lack of teaching materials. They say that the materials they have are old and insufficient. Money is also a problem because there is not enough to buy materials or pay for activities like field trips. Teachers also struggle with time management. They find it difficult to use different teaching methods because of short class times and heavy workloads. These issues highlight the larger problems that hinder the use of effective teaching methods in Araling Panlipunan. Teachers also require more training. They want more seminars and opportunities to learn new teaching methods that focus on students. Despite these problems, teachers are creative. Many teachers create their own teaching materials when they do not have enough. These findings match what Cayabas Jr. and Sumeg-Ang (2023) said about the lack of materials and money in public schools. Wilson et al. (2025) also discussed the need for ongoing teacher training. Overall, the interviews show that while teachers face big challenges, their creativity and desire to learn, along with support from schools, are key to good teaching quality.

Conclusion and Recommendations

The findings of this study reveal that pedagogical strategies used in teaching Araling Panlipunan in Santiago City public secondary schools are generally effective, with learner-centered approaches such as games, simulations, role-playing, and brainstorming emerging as the most impactful strategies in enhancing student engagement and understanding. However, despite the positive perception of instructional effectiveness, significant challenges persist, particularly in terms of limited instructional materials, insufficient funding, and time constraints. The results further indicate that teacher competence, clear instructional planning, and strong institutional support significantly influence the successful utilization of teaching strategies, while well-implemented interventions, such as the provision of resources, professional development seminars, and administrative supervision help mitigate existing challenges. These findings imply that improving the quality of Araling Panlipunan instruction requires a balanced approach that strengthens both teacher capacity and systemic support. Therefore, educational leaders and policymakers should prioritize sustained funding, targeted training programs, and resource provision to ensure that effective learner-centered strategies are consistently implemented, ultimately leading to improved student learning outcomes and more meaningful social studies education.

Recommendations

Based on the study's findings, it is recommended that school administrators and the Department of Education strengthen the provision of instructional materials and allocate sufficient funding to support the effective implementation of pedagogical strategies in Araling Panlipunan classes. Continuous professional development programs, such as seminars and workshops, should be conducted to enhance teachers' competence in utilizing learner-centered and innovative teaching approaches. Teachers are encouraged to consistently apply interactive methods, including games, simulations, role-playing, and brainstorming, to improve student engagement and learning outcomes. In addition, educators should be supported in developing and improvising localized instructional materials, particularly in resource-limited settings. School heads should reinforce supervision and monitoring systems to ensure the consistent application of effective instructional practices in schools. Furthermore, efforts should be made to address time constraints by considering flexible instructional planning and workload adjustments that allow teachers to implement meaningful learning activities. Finally, future studies should be conducted in different contexts or with larger sample sizes to further validate and expand the findings of this research.

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Competing Interests Statement

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Data Availability Statement

The data used in this study are available from the authors upon reasonable request.

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Appendices

No Appendix included in this study