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ROLES OF SCHOOL ADMINISTRATORS IN THE PROMOTION OF TEACHING DYNAMICS OF ARLING PANLIPUNAN TEACHERS IN TABACO CITY DIVISION: AN ASSESSMENT

Ryan B. Mendina

Bicol College, Graduate School Department
Daraga Albay, Philippines
<https://orcid.org/0009-0003-5186-2962>

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ABSTRACT

School administrators significantly influence the teaching dynamics of araling panlipunan (ap) teachers in tabaco city division, playing key roles as motivators, evaluators, innovators, mentors, and implementers. This study used a quantitative research design to assess the relationship between teacher's profile and administrative functions while identifying challenges and opportunities impacting teaching practices. Data were gathered from 79 respondents comprising ap teachers and school administrators. Findings revealed that while administrators generally performed effectively in their roles, gaps persisted in timely feedback systems, teacher recognition, and professional development opportunities. Teachers also faced challenges such as political interference, resource limitations, technological gaps, and legal constraints that hindered effective instruction. It has been concluded that despite these barriers, opportunities were identified through partnerships with government agencies and ngos for resource improvements, and curriculum innovation. Based on these findings, an action plan was developed to enhance teaching dynamics and professional growth. The study recommends that key strategies should include providing targeted training, improving resource allocation, strengthening community engagement, and fostering collaborative curriculum development. The study underscores the importance of sustained collaboration between administrators, teachers, and community stakeholders to support a dynamic and inclusive educational environment that promotes academic excellence and teacher development.

KEYWORDS: - School Administrators, Teaching Dynamics, Araling Panlipunan, Challenges.

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1.0 INTRODUCTION

Social Studies, also known as Araling Panlipunan, plays a crucial role in today's dynamic world. It serves as the cornerstone of social development nationwide and acts as a driving force for change, shaping individuals into responsible and engaged citizens through its integration into the educational curriculum and learning initiatives.

In fact, social studies are offered in the majority of countries around the world. Over the years, social science has been regarded as an academic discipline concerned with the study of the social lives of human groups and individuals, including anthropology, economics, geography, history, political science, psychology, social studies, and sociology, all of which are academic disciplines concerned with society and the relationships among individuals within it. There are several branches, each of which is considered a social science. Positivist social scientists employ natural scientific methods to examine society, defining science in a stricter modern sense. In contrast, social scientists may utilize social critique or symbolic interpretation rather than building empirically falsifiable theories.

International studies in a social studies classroom are concerned with the in-depth study of a specific location or region of the world in order to gain knowledge and comprehension of another culture. Area studies in elementary or middle school concentrate on specific cultures or nations, exposing children to the geography, history, economic connections, and customs of other countries. Such research should also include an examination of a country's literature, music, folklore, visual arts, and popular culture. A comparative approach helps students grasp both cultural similarities and socioeconomic disparities. In high school, global and international studies are integrated into certain disciplines or fields of study, such as geography.

According to the National Council for Social Studies, international education extends beyond traditional classroom learning. The foreign language classroom presents an opportunity for social studies teachers to take an integrative approach, encouraging students to compare different cultures with their own to develop a deeper understanding of both language and society. This approach allows students to explore the global influences on various cultures and languages, such as identifying regions where French or Spanish is spoken, examining the impact of Japanese culture on the visual arts, or analyzing Germany's contributions to science, literature, and music.

Moreover, the interdisciplinary nature of social studies, or Araling Panlipunan, highlights the interconnectedness of human experiences across cultures. The foreign language classroom provides an avenue for teachers to adopt a multidisciplinary approach, emphasizing that globalization has made cultural and societal interactions increasingly complex. Restricting the study of human experiences to a North American or European perspective is no longer practical given the globalized nature of modern society.

A world-centered approach to social studies is essential in understanding the complexity of human civilization. For instance, the teaching of history can be enriched by incorporating global perspectives and expanding the curriculum to include content on developing nations and historically marginalized communities. The rise of transnational interactions has led to the emergence of

influential global actors, including multinational corporations, religious organizations, scientific institutions, cultural associations, United Nations agencies, and government bodies. These entities shape the modern world and deserve greater emphasis in the social studies curriculum.

Furthermore, humans are deeply connected to their natural environment, and social studies should address this interdependence. This includes understanding humanity's reliance on natural resources, recognizing their limitations, studying planetary ecosystems, and examining how ecological principles shape human cultures. Addressing these environmental concerns fosters awareness of sustainability and responsible resource management.

A critical aspect of social studies is understanding the relationships between past events, present conditions, and future possibilities. Students should develop the ability to see how historical decisions influence current political, social, and environmental realities, as well as potential future outcomes. The use of "historical flashbacks" in teaching can help students make these connections, reinforcing the importance of informed decision-making in shaping society.

Active participation in both local and global affairs is another crucial component of social studies education. Historically, world affairs have been viewed as the domain of experts, leaving the general public as passive observers. However, globalization has expanded opportunities for individuals and groups to engage in international issues. The curriculum should emphasize that people are not only influenced by world events but also have the power to shape them through civic engagement and advocacy. Social studies education must equip students with the knowledge, skills, and attitudes necessary to participate effectively in global affairs.

To prepare students for an increasingly interconnected world, schools—particularly social studies educators—must integrate global perspectives into both curriculum and classroom experiences. This requires incorporating diverse cultural, historical, and political viewpoints while fostering critical thinking, cross-cultural understanding, and digital literacy to navigate complex global issues effectively.

Heilman (2001) conducted qualitative research exploring high school social studies teachers' perceptions of "real-world" challenges affecting students and society. These challenges, which were largely cultural and sociological, included social class, family dynamics, religious influences, media, and the economy. Teachers believed these factors shaped students' emotional, social, and intellectual development, influencing their readiness to engage with social studies content.

In the context of standardized education, this study underscores the importance of recognizing the complexities of teaching. Factors such as teachers' beliefs, classroom dynamics, and sociological contexts all play a role in shaping curriculum delivery and student engagement.

Owens (1997) examined the difficulties of teaching social studies methods to preservice elementary teachers in seven accredited institutions in South Florida. The study compared the perspectives of those who had completed an elementary social studies methods course with those who had not.

Findings revealed significant differences in attitudes and understanding between the two groups, highlighting the impact of formal training on pedagogical approaches.

Another study explored social studies teachers' perspectives on technology integration. Using qualitative research methods, the study examined the experiences of 17 teachers after receiving technology training. Findings indicated that teachers held diverse views on technology's role in education, which influenced their classroom practices. The study categorized technology use into four main approaches: (a) teacher-centered, (b) structured inquiry, (c) teacher-student negotiated, and (d) student-centered.

Most teachers expressed a willingness to integrate technology into their teaching, reporting positive experiences with training and increased use of digital tools in the classroom. However, while teachers became more creative in their technology use, the study found that positive attitudes alone did not guarantee a complete shift toward technology-driven instruction. Instead, teachers adapted technology to complement their existing teaching methods rather than fully replacing traditional approaches.

Article XIV, Section 1, underlines the state's commitment to providing quality education at all levels and taking appropriate efforts to make such education available to everyone (Philippine Constitution, 1987). Furthermore, the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) emphasizes the importance of a relevant, responsive, and research-based curriculum that enhances learners' capacities and critical thinking skills. These legal frameworks emphasize the significance of a well-rounded education with a solid basis in social studies.

Similarly, the Department of Education (DepEd) has released a number of memos and circulars to assist educators in their ongoing professional development. Sec. 42 of DepEd Order No. A complete framework for teachers' professional development is provided by the 2017 publication, "National Adoption and Implementation of the Philippine Professional Standards for Teachers," which covers the areas of content knowledge and pedagogy, learning environment, and diversity of learners. The purpose of this directive is to ensure that educators possess the abilities and know-how required to effectively instruct the curriculum.

Social Studies, or Araling Panlipunan in Filipino, is a fundamental subject that is taught in Philippine schools and is taught at all levels, from elementary to secondary. The subject covers a broad range of academic subjects, including as geography, economics, political science, history, and culture, with the goal of giving pupils a deep understanding of both their own nation and the wider world. The goal of this subject is to foster a sense of civic duty, patriotism, and appreciation for the rich cultural past of the Philippines. Beyond its scholastic significance, Araling Panlipunan is regarded as essential to the development of responsible, well-educated people who can meaningfully contribute to society.

Schools in Tabaco City Division provide a great environment for investigating the distinctions of teaching Araling Panlipunan. The school, which serves a diverse student body from a variety of socioeconomic situations, presents distinct problems and opportunities when educating this

complicated topic. The Bicol Region, with its specific cultural and historical significance, provides a rich contextual backdrop for this study. Tabaco City Division Schools, like many other public schools in the Philippines, have constraints that affect educational delivery, such as inadequate resources, different readiness of teachers, and diverse student needs.

In this situation, the work of Araling Panlipunan teachers is crucial and demanding. These teachers have the responsibility of fostering in their students a profound understanding of both domestic and international concerns, as well as critical thinking and ethical reasoning. But there are a lot of things that can make them less effective. The teaching process can be seriously hampered by a lack of resources, including old textbooks, unsuitable teaching materials, and restricted access to technology. An additional layer of complexity is introduced by the curriculum's dynamic nature, which calls on teachers to continuously update their expertise and modify their pedagogical approaches.

To overcome these issues, Araling Panlipunan teachers must have access to professional development opportunities. Programs for ongoing professional development can provide educators with the most up-to-date pedagogical strategies, subject-matter expertise, and technical know-how required for successful instruction. Access to these opportunities is frequently unequal, though.

The teaching and learning of Araling Panlipunan are also significantly influenced by student interaction. Differentiated teaching strategies beyond lectures are needed to get students interested in this subject. Engaging and interactive methods like project-based learning, using multimedia materials, and going on field trips can improve students' comprehension and engagement. Under resource-constrained environments, however, these approaches can be difficult to put into practice.

The success of educational interventions is influenced by a number of factors, including community resources, parental support levels, and economic inequities. Students from low-income households, for example, could have additional challenges, like restricted access to extracurricular activities or supplemental learning materials that deepen their comprehension of Araling Panlipunan.

A thorough and context-specific approach is necessary to comprehend the unique possibilities and challenges those Araling Panlipunan teachers at Tabaco City Division School's encounter. In order to provide insightful information that can guide practices and policies targeted at empowering teachers and raising educational standards, this study intends to investigate these variables in-depth. This study will add to a better knowledge of the Philippine educational system by bringing to light the special requirements and possibilities of educational institutions.

The impetus for this research stemmed from the urgent need to support and enable Araling Panlipunan educators, who are at the forefront of shaping the next wave of Maka-Diyos, Makatao, Makakalikasan, and Makabansa Filipino citizens. In spite of this research's significance, there remains a knowledge gap regarding the particular problems that educators face in a variety of settings, most notably in schools like Tabaco City Division Schools. Resolving this knowledge gap is essential to creating customized interventions that enhance teaching efficacy and student outcomes.

The goal of this study is to present a thorough examination of roles of school administrators in the promotion of teaching dynamics of Araling Panlipunan teachers in Tabaco City Division. Through the identification of these elements, the research will aid in the formulation of solutions that have the potential to empower teachers, elevate the standard of instruction, and improve student results.

2.0 OBJECTIVES OF THE STUDY

The study primarily aimed to determine roles of school administrators in the promotion of teaching dynamics of Araling Panlipunan teachers in the secondary public schools in Tabaco City Division. Specifically, it aimed to address the following objectives:

1. Determine the profile of Araling Panlipunan teachers in Tabaco City Division along:
 - a. Years in teaching Araling Panlipunan
 - b. Specialization
2. Identify the roles of school administrators in Tabaco City Division in terms of:
 - a. Motivator
 - b. Evaluator
 - c. Innovator
 - d. Mentor or Coach
 - e. Implementer
3. Determine the significant relationship of the profile of the Araling Panlipunan teachers and role of school administrators.
4. Determine the challenges and opportunities of Araling Panlipunan teachers in terms of:
 - a. Political Factors
 - b. Economic Factors
 - c. Social Factors
 - d. Technological Factors
 - e. Legal Factors
 - f. Educational Factors
5. Propose an action plan to enhance the professional growth and teaching dynamics of Araling Panlipunan teachers in Tabaco City Division.

3.0 LITERATURE REVIEW

Teaching Experience

A study on teaching experience and effectiveness found a positive correlation between years of teaching and student achievement gains throughout much of a teacher's career. As teachers gain experience, their students tend to perform better on various success indicators beyond standardized test scores. Additionally, teachers improve their effectiveness more significantly when working in a supportive and collaborative environment or when they accumulate experience within the same grade level, subject, or school district. Moreover, experienced teachers contribute to the professional growth of their colleagues by sharing insights and best practices (Podolsky et al., 2019).

Muhinat (2022) examined the impact of teachers' years of experience on their instructional methods in secondary schools in Ilorin Metropolis, Kwara State. The findings indicated that teaching experience influences instructional approaches, with some experienced teachers showing reduced emphasis on essential aspects of the teaching process, such as incorporating teaching aids, maintaining up-to-date lesson plans, and utilizing learning management systems for instruction and assessment. The study recommended that teachers should be encouraged to consistently update their teaching materials and prepare lesson notes to ensure alignment with the evolving nature of education and society.

Graham et al. (2020) explored the relationship between teaching experience and instructional quality. Their study found no significant evidence of lower teaching quality among novice teachers (0–3 years of experience). However, there was some indication of a decline in teaching quality among teachers with 4–5 years of experience. The findings suggest that overall teaching effectiveness could be improved through targeted support and evidence-based professional development opportunities.

Field of Specialization

Recent studies have examined the difficulties teachers, particularly non-specialists, encounter when teaching Araling Panlipunan (AP) in the Philippines.

Adanza et al. (2023) explored the challenges faced by non-Araling Panlipunan teachers assigned to teach the subject in General Santos City as a basis for capacity-building initiatives. The study identified several key difficulties, including making lessons engaging and relevant, unfamiliarity with the subject, lack of content knowledge, increased effort and adjustment, uncertainty in lesson planning, difficulty finding the right teaching approach, code-switching, inadequate learning resources, and determining essential content. Additionally, teachers struggled with content realignment and encountered difficulties in assessing students' Higher Order Thinking Skills (HOTS).

To cope with these challenges, teachers utilized various strategies such as self-learning, maximizing digital tools, and seeking support from colleagues. Schools also implemented interventions, including continuous training, earning relevant academic units, and Learning Action Cell (LAC) sessions to mentor non-specialist teachers. The study highlighted that adaptability remains a significant challenge for non-AP teachers. However, with sufficient external support from schools and internal motivation such as passion, initiative, flexibility, and open-mindedness, these difficulties can be mitigated. The research recommended that the Department of Education conduct targeted training on content and pedagogy to better equip non-specialist teachers in teaching Araling Panlipunan effectively.

Madulara (2022) conducted a study entitled *Out-of-field Teaching: The Stories of Novice Educators in Teaching Social Studies*. The study investigated the experiences of the novice educators in out-of field teaching Social Studies and how they cope up with the challenges associated to it. The results showed that novice educators met difficulties in out-of-field teaching, yet they were able to cope up by employing pedagogical strategies.

Lastly, they viewed that out-of-field teaching was an opportunity to learn things for them to grow professionally. The emergence of out-of-field teaching presents significant challenges for non-specialist teachers assigned to teach AP. Studies, such as those by Hobbs (2013) and Caldis (2017), have shown that these teachers encounter obstacles in content delivery, lesson preparation, and student engagement. Without adequate support, the effectiveness of teaching can suffer, ultimately impacting student learning outcomes.

Problems and Prospects in Articulating Social Studies as a Discipline

The researcher attempted to incorporate various papers related to the Araling Panlipunan curriculum and the promotion of educational resources and opportunities for social studies teachers in this part. The Philippines' Department of Education established a new basic education curriculum in 2002 with the goal of empowering Filipinos to be functionally literate, lifelong learners. Four significant changes were made to the 2002 Basic Education Curriculum: (1) restructuring the learning areas (Filipino, English, Science, Mathematics, and Makabayan); (2) strengthening the integration of values and competencies across learning areas; (3) emphasizing the learning process and integrative teaching methods; and (4) extending the time allotted for mastery of competencies. Recently introduced the Makabayan curriculum, which integrates a number of subjects, including home economics, physical education, health, music, and the arts.

Makabayan wants its students to acquire a strong sense of self and national identity. Consequently, the curriculum's significance is in its capacity to adjust to the ever-evolving and dynamic circumstances of society. Indeed, a vital component of the K–12 curricula, Araling Panlipunan is essential to the formation of the national identity. The present Araling Panlipunan curriculum places a strong emphasis on civic competency as a result of elementary and secondary school reforms and adjustments over the years.

The inclusion of Philippine history in grades five, six, and seven is another modification to the current curriculum that aims to provide teachers with plenty of opportunities to achieve learning requirements and provide content that enhances students' comprehension of the nation's past. Additionally, in order to enhance pupils' civic competency, Grade 10 introduced them to current concerns and social challenges. Students in senior high school are prepared for a variety of post-grade 12 academic paths. Since this curriculum has been in place for ten years, the Bureau of Curriculum Development has decided to review it in order to make sure it is still relevant to the lives of Filipino students and make necessary improvements. Congestion in several grade levels of the existing curriculum was observed by some teachers and experts from both inside and outside the nation. Due to this congestion, many teachers are unable to finish a substantial amount of learning competencies in the allocated time, which affects students' performance and content standards. To accomplish an acceptable curriculum reform, learning competencies and performance requirements must be in line. To overcome this obstacle, the Big Ideas concept was implemented.

Big Ideas are assertions that form the core idea of an academic subject and link disparate pieces of knowledge to provide a thorough understanding. Many things gain clarity and meaning when pupils are able to tie concepts to other ideas, situations, experiences, and questions. The inconsistent writing of performance and content criteria is another finding. The knowledge dimension that

content standards aim to highlight is not made explicit. Although certain powers or skills are mentioned, they are not directly related to the unit's content. There is a similar problem with performance standards. While some grade levels are more open, others have set assignments or goods to complete. Additionally, some learning abilities are not in line with performance requirements. In 2002, the Philippines' Department of Education introduced a new basic education curriculum aimed at developing functionally literate, lifelong learners. The 2002 Basic Education Curriculum implemented four key changes: (1) restructuring learning areas (Filipino, English, Science, Mathematics, and Makabayan); (2) strengthening the integration of values and competencies across subjects; (3) emphasizing the learning process through integrative teaching methods; and (4) extending the time allocated for mastering competencies. A major addition was the Makabayan curriculum, which combined various subjects such as home economics, physical education, health, music, and the arts.

Makabayan seeks to instill a strong sense of self and national identity in students. Its adaptability to the ever-evolving societal landscape highlights its importance. As a core component of the K–12 curriculum, Araling Panlipunan plays a critical role in shaping national identity. Over the years, reforms in elementary and secondary education have emphasized civic competence in the subject.

A key modification to the curriculum is the inclusion of Philippine history in grades five, six, and seven, providing teachers with opportunities to meet learning standards and deepen students' understanding of the nation's past. Grade 10 further enhances civic competence by addressing contemporary issues and social challenges. Meanwhile, senior high school prepares students for diverse post-grade 12 academic pathways. After a decade of implementation, the Bureau of Curriculum Development initiated a review to ensure its continued relevance. Teachers and curriculum experts, both local and international, identified congestion in several grade levels, which prevents teachers from covering a significant portion of learning competencies within the given timeframe, ultimately affecting students' academic performance. To address this, learning competencies and performance standards must be aligned for effective curriculum reform.

One solution introduced was the Big Ideas concept, which presents key statements that form the foundation of a subject and connect various knowledge areas for a deeper understanding. When students relate concepts to broader ideas, experiences, and real-life situations, learning becomes more meaningful. Another concern identified was the inconsistent articulation of performance and content standards. Content standards do not always explicitly state the knowledge dimension they aim to highlight. While certain skills are mentioned, they are not always directly tied to the unit's content. Similar inconsistencies were found in performance standards, with some grade levels offering more flexibility while others have rigid assignments. Additionally, some learning competencies do not align with performance standards, further highlighting the need for curriculum refinement.

One of the main metrics for system assessment in the Philippines is global citizenship knowledge, which is a component of the Southeast Asia Primary Learning Metrics (SEA-PLM). Although SEA-PLM findings show that Filipino students have not fallen behind in this area, there is a desire to advance this capacity in order to foster international collaboration and amicable connections in the

globalized world. The existing Araling Panlipunan will be enhanced with these foundations and concerns, particularly in the Third Stage (Key Stage 3). While Grade 8 will explore the relationship between Asia and the world, Grade 7, which focuses on the study of Asia, will highlight the Philippines' relationship with its neighbors in Southeast Asia. The goal of these modifications is to facilitate deeper conversations and comprehension of the intricate connections among the nation, Asia, and the rest of the world. Additionally, Grade 9 students will reply to the basic economic ideas related to sustainable development.

This seeks to improve students' understanding and proficiency in assessing and resolving situations that are directly relevant to their lives. In the meantime, Grade 10 students will continue to take Contemporary Issues and Social Challenges, which will focus on regional and worldwide issues that impact students' and their communities' present circumstances. The goal of senior high school is to get pupils ready for a variety of post-grade 12 academic paths. The application of civic education ideas will be the main focus of the program. It is anticipated that these adjustments will help create productive Filipino citizens who have a strong sense of patriotism and global citizenship.

Considering the complexities of the K–12 curriculum and the daily challenges faced by social studies teachers, the researcher concludes that for educators to meet the demands of global education and remain effective over time, they must be granted ample opportunities for professional growth. Additionally, decision-making regarding subject instruction should shift from higher authorities to the classroom level. Ensuring this transition will reinforce the ultimate objectives of social studies education—enhancing students' ability to analyze and address real-life situations effectively. Meanwhile, Grade 10 students will continue to engage with Contemporary Issues and Social Challenges, focusing on regional and global concerns that impact their communities. In senior high school, the curriculum aims to prepare students for diverse post-grade 12 academic pathways, with a strong emphasis on civic education. These curriculum adjustments are expected to produce engaged Filipino citizens who uphold both patriotism and global citizenship. National agencies regularly implement educational reforms to align learning systems with evolving social, cultural, political, and technological landscapes worldwide.

The Philippines has been no exception to these educational reforms. In 2002, the national government, through the Department of Education (DepEd), launched a major curriculum reform, leading to the introduction of the 2002 Basic Education Curriculum (BEC). Implemented through DepEd Order No. 25 during the 2002–2003 school year, this reform aimed to improve the quality of Filipino graduates by fostering functional literacy and lifelong learning. However, the BEC remained in effect only until 2012, when it was replaced by the K to 12 Basic Education Curriculum in the 2012–2013 school year. The BEC sought to streamline learning content compared to its predecessors—the 1983 New Elementary School Curriculum (NESC) and the 1991 New Secondary Education Curriculum (NSEC).

To address curriculum congestion, DepEd restructured the BEC into five learning areas: Filipino, English, Science, Mathematics, and Makabayan. By integrating competencies across these subjects, DepEd aimed to improve student learning outcomes.

This paper explores the integrative approach of the BEC, with a particular focus on Makabayan and how Araling Panlipunan (social studies) was incorporated into this learning area. The first section outlines the foundation and key features of the BEC. The second part examines the framework and structure of Makabayan, highlighting the role of Araling Panlipunan within this area. The third section discusses the articulation and conceptualization of Araling Panlipunan within the broader Makabayan curriculum.

The concluding section summarizes challenges related to the integration of Araling Panlipunan and its alignment within the curriculum. The transition to the K to 12 Curriculum significantly altered the structure and content of Araling Panlipunan, notably introducing the subject in the fourth grade with a focus on nationalism. The revised curriculum emphasizes essential concepts and knowledge that contribute to the fulfillment of learning competencies in the foundational stages of education.

Instructional Materials and Resources

Textbooks, maps, charts, and audio-visual and electronic teaching aids, such as radios, tape recorders, televisions, and video tape recorders, are examples of material resources. Pens, erasers, exercise books, crayons, chalk, drawing books, notebooks, pencils, rulers, slates, workbooks, and other writing and paper tools make up the other group of material resources (Atkinson 2000). Reich, K., Hickman, L., and Neubert, S. (2009), A variety of teaching resources should be used to encourage students to participate in active learning and inquiry. Instead of teaching pupils to believe any explanation that seems plausible, education should allow them to learn things on their own in a teacher-guided setting, apply what they've learned by defining and resolving issues, and assess the reliability and value of ideas and theories. As previously mentioned, when appropriate, this does not prevent formal instruction.

The authors Girod, M., and Wong, D., highlighted another idea. (2002), think that the best way to understand complex learning is as a dialogic process between the individual, the world, and the sociocultural context that culminates in a wealth of knowledge along with a profound understanding of the beauty and power of the subject matter that changes how one views the world and oneself as a knower.

Muthamia (2009) asserts that instructors need appropriate and pertinent facilities in order to be productive and successful in their work. The notion was seconded by Fawe (2001) schools that lack adequate classrooms for instance, hold their lessons outside or under trees. During bad weather such lessons are postponed or are never held altogether. On the other hand, because they were not constructed according to specifications, the classrooms at new schools are too small. The majority of school buildings and other infrastructure are also in poor condition. These facilities impair the process of teaching and learning, which ultimately affects how well students do on tests. Olel (2000) examined how best to use educational resources in Kisumu district schools. According to the survey, just 19.35% of the district's schools had more than five laboratory rooms. She came to the conclusion that a lack of laboratory facilities was a major factor in some schools' poor performance in the KCSE because applicants were unable to respond to questions in practical scientific courses. This is because no school can provide effective teaching services without the usage of laboratories.

A new resource must be made available for a long enough period of time once an innovation in education is generalized in order for it to become ingrained in the institution's everyday operations.

In the Philippines, educational buildings, equipment, and materials are in poor condition, outdated, and unfit to produce qualified instructors, particularly in schools located in rural regions. Signals in schools are poor when electricity supplies are scarce. The current situation raises questions regarding the caliber of public secondary school teachers working in the educational system and instructing Araling Panlipunan. The growth of training institutions under such circumstances is a sign of the inefficiency or near-complete breakdown of the procedures in place to monitor and regulate teacher training institutes. Despite the possibility of improvement, these institutions are unable to contribute to the creation of current and specialized knowledge for their students due to a lack of resources and instructional materials.

Since parents, educators, and legislators have historically placed a high priority on teacher quality and will continue to do so, a legislative framework that serves as a watchdog over teacher preparation programs nationwide must be put in place. According to research findings, principals and the administration of public secondary schools should supply their educational institutions with sufficient teaching resources and facilities to ensure efficient teaching and learning. To guarantee adherence to established standards, the Department of Education should strengthen and implement routine inspections of public secondary teachers. Although teaching personnel received annually a teaching allowance amounting to Five Thousand Pesos (P5,000.00) for School Year 2024-2025 and Ten Thousand Pesos (P10,000.00) for School Year 2025-2026 and thereafter, teachers still consider this a big help but insufficient to handle the resources for whole year.

Challenges to Araling Panlipunan Educators

Regardless of their learning preferences, methods, or any other limitations that might limit their abilities, all students gain from the efforts of their teachers. Student-centered learning practices can prepare children for a variety of adult distractions. Students will be more equipped to handle distractions outside of the classroom if they are given the opportunity to better understand their learning preferences and styles. The overall direction of student performance and the transferability of their skills can be established by creating an environment and culture that encourage teachers to have a solid foundation of teaching techniques. In order to succeed both inside and outside of the classroom, students need to have the kind of self-directed learning skills. The educational system must adapt to satisfy the needs of social studies teachers and the special learning needs of tomorrow's students. Students should have access to engaging learning experiences that help them acquire the problem-solving, critical thinking, and collaborative skills required for success outside of the classroom if they learn best by doing rather than by being taught (Fisher, 2021).

For over a hundred years, student-centered learning models have been implemented. Research has highlighted both the benefits and challenges of incorporating student-centered learning in classrooms. The adoption of anytime, anywhere learning has posed difficulties for many educational settings. The core objective of this approach is to place students' needs at the forefront of the learning process. This empowers children to take charge of their education, regulate their

behavior, persist through obstacles, collaborate with peers, and solve complex problems (Green & Harrington, 2020).

In today's world, Araling Panlipunan educators must create interactive and cooperative learning environments that foster student engagement and enhance critical thinking skills. This approach enhances each student's educational journey while equipping them with essential future career skills. Social-emotional learning, project-based instruction, and personalized learning promote learner autonomy and independence. These methods encourage students to take responsibility for their education. Implementing student-centered learning strategies allows students to have greater control over their curriculum, learning activities, and pace, making the educational process more meaningful (Padayichie, 2023).

Student-centered learning strategies empower students to take an active role in their education, leading to improved academic outcomes. Those who engage in student-centered activities develop a deeper conceptual understanding and achieve higher learning gains than peers in traditional lecture-based classrooms. Learning is inherently social, and when students interact with educators and classmates, their cognitive development is enriched. The primary emphasis of student-centered learning is on individual student needs, abilities, interests, learning preferences, and styles.

This approach serves as a framework for improving student performance and developing higher-order thinking skills, which aid in long-term retention, especially in social studies (AlHattami & Jaiswal, 2020). Araling Panlipunan teachers facilitate learning while providing necessary support for students to grasp subject matter. While opinions vary regarding the extent of assistance students should receive, it is widely accepted that educators play a crucial role in student learning. Research defines scaffolding as ongoing assessment, gradual withdrawal of support, responsibility transfer, and responsiveness.

Scaffolding offers temporary assistance, aiming for students to eventually complete tasks independently. Regardless of their proficiency levels, scaffolding allows all students to actively engage in learning. It provides them with opportunities to interact with educational content, enhancing comprehension (Dominguez & Svihla, 2023).

Modern schools typically adopt one of two primary learning environments. The first is the traditional teacher-centered classroom, where educators lead instruction. The second is a student-centered environment, where learners actively participate in shaping their educational experiences. Self-directed students tend to be more engaged in their studies, teamwork, and shared objectives rather than merely following teacher directives. Their enthusiasm creates a lively classroom atmosphere. Conversely, in a traditional setting, teachers control the flow of information and assign tasks that may not resonate with students. This often results in disengagement, lack of interest, and decreased motivation, particularly in subjects like Social Studies, where students struggle to relate lessons to their personal experiences and interests.

The modern classroom mirrors broader society, reflecting diverse socioeconomic backgrounds, languages, cultures, and learning styles. Social studies educators must be compassionate and

inclusive, embracing students from all walks of life. The traditional teacher-centered approach is becoming less effective as an inclusive model. Likewise, school administrators and personnel should recognize the financial challenges faced by teachers and provide necessary support, such as eliminating voluntary contributions and offering free training and seminars. Addressing teachers' concerns ensures their effectiveness is not diminished by external pressures. By fostering a learning environment that encourages motivation, creativity, and inclusivity, schools can support students of varying backgrounds and abilities beyond the traditional classroom framework.

Shifting to student-centered learning can be challenging, as it requires educators to build trust with students and shift away from content-heavy lectures. Teachers and students must navigate the inherent contradictions of this approach, balancing facilitation with assessment and adjusting to changing roles in the classroom.

Educators frequently rely on traditional teaching methods, especially lectures when introducing new topics. They also employ question-and-answer sessions, film screenings, and quizzes as instructional techniques (Gray, 2019). However, student-centered learning enhances engagement and empowerment through autonomy, scaffolding, and meaningful feedback (Wong, 2020). This approach motivates students to excel and equips them with the skills needed to navigate the learning process effectively. The modern goal of education is to teach students how to learn rather than simply impart knowledge, preparing them for real-world challenges.

Student-centered learning emphasizes experiential and existential methodologies, guiding students toward lifelong learning and career readiness. While it is essential to consider individual learning needs, these approaches can be applied across disciplines and settings. Cooperative learning, discovery-based activities, peer scaffolding, and inquiry-based instruction promote self-directed learning (Sohn et al., 2021).

By placing students at the center of their education, student-centered strategies foster autonomy. These approaches enable students to explore, evaluate, and tailor their learning experiences based on personal preferences. This flexible learning environment allows students to pursue topics and projects of interest (Ellis et al., 2020). According to Melvin (2022), student-centered learning strengthens student capabilities, encourages independent study, accommodates diverse learning needs, and cultivates a holistic educational atmosphere. The overarching goal is to prepare students for future challenges while addressing societal inequalities.

Research supports the notion that student-centered learning adapts educational settings based on student needs. This model provides data on student behavior, adaptation, and learning trends, fostering a collaborative learning space that promotes independence, teamwork, critical thinking, and problem-solving. Studies conducted in India emphasize the importance of quality, accessibility, and relevance in education. This approach empowers students to think independently and make decisions that shape their futures. Effective student-centered learning strategies must be engaging, relevant, and tailored to diverse learners (Levesque-Bristol et al., 2019). Providing opportunities for real-world application ensures students can transfer knowledge effectively, a crucial stage in the learning process.

Damsa and De Lange (2019) assert that student-centered methods personalize learning and enhance student motivation, confidence, and participation. Students perform better when actively engaged and challenged to think critically. When learners feel invested in their education, their motivation increases. Research confirms that student-centered strategies improve instruction and retention, encouraging students to take responsibility for their education. Enhanced student-centered learning practices lead to higher knowledge retention and require educators to undergo further training to adapt to evolving learning environments (Arnett et al., 2020).

Educators must promote self-directed learning, problem-solving, and critical thinking while fostering collaborative student interactions. These elements provide students with the competencies needed for success in the 21st century (Garrett, 2020). Understanding students' learning styles and preferences helps create an engaging and meaningful student-centered classroom. Such strategies should consider how students best absorb and demonstrate knowledge, ensuring active participation in the learning process (Estes & Zibers, 2020).

The foundation of student-centered learning lies in tailoring education to individual student needs. This includes competency-based, student-driven, and experiential learning. These methods prepare students for higher education, the workforce, and civic engagement while accommodating their diverse backgrounds and interests. Personalized learning is essential for fostering student-centered educational environments (Padrón & Erwin, 2022).

From a constructivist standpoint, learning is an active process where students acquire knowledge through teacher guidance. In this model, educators act as facilitators, allowing students to take a leading role in their education. Variations in student perceptions of learning can influence their engagement and willingness to participate. However, there has been limited research on student attitudes, challenges, and beliefs in student-centered environments (Benlahcene et al., 2020).

The essence of student-centered learning is shifting the focus from teachers and administrators to students. This affects curriculum design, content selection, and classroom interactivity. Proponents argue that student-centered learning departs from traditional education by prioritizing individual learning needs. This approach fosters independent thinking, critical reasoning, and self-regulation, ensuring students become lifelong learners prepared for future challenges (Poth, 2023).

Long-term Effect of Training Araling Panlipunan Teachers

Araling Panlipunan teachers require training as many have limited knowledge of student-centered learning, making it difficult to implement effective classroom practices. These challenges include structuring learning activities for students at varying levels, ensuring that essential information is conveyed despite staggered instruction, maintaining order while fostering student interactions, and accommodating students who prefer working independently, making group work challenging. Teachers must optimize available resources and adopt innovative, practical strategies. Implementing student-centered learning methods demands extra preparation and time from already overworked teachers. Many educators find these approaches daunting, as they require shifting the power dynamic, enabling students to be creative, innovative, and self-directed in their learning (Plessis, 2020).

Another significant barrier to curriculum implementation is insufficient teacher training. Many educators were unprepared to adopt new paradigms in the classroom due to a lack of methods and strategies to motivate students. To compensate, they relied on books about learner-centered instruction and engaged in discussions with peers. However, structured training on implementing paradigm shifts was crucial. The failure to adequately train teachers hindered educational progress. If teachers cannot actively engage students in classroom activities, curriculum implementation will remain ineffective. Thus, educators must undergo training in curriculum and instruction to improve their teaching approaches (Kardena et al., 2022).

Margot and Kettler (2019) identified a major issue with integrating student-centered learning: teachers often struggle due to a lack of expertise. Even when educators recognize its benefits, they find it difficult to execute student-centered methods effectively. Many assume the role of facilitators rather than guides, which disrupts classroom organization and creates uncertainty. Student-centered learning should be contextually relevant and aligned with its educational objectives. Nurassyl et al. (2023) pointed out that the paradigm shift from traditional to student-centered learning is the primary obstacle to its implementation. They emphasized the need for adequate learning resources, supporting facilities, instructional aids, digital libraries, internet access, and infrastructure enhancements to ensure success. Instructors must move beyond merely delivering lessons and instead adopt diverse, adaptable teaching techniques to accommodate different student needs.

Both teacher training and the classroom environment must be well-prepared. Many educators are subject matter experts rather than trained lecturers, making it difficult for them to embrace pedagogical shifts like student-centered learning. Kim et al. (2019) warned that these challenges not only disrupt teaching and learning but also hinder self-discovery, a crucial element of student-centered education. These issues are particularly prevalent in developing countries like South Africa, making the adoption of student-centered learning even more challenging.

Teachers emphasized the need for extensive professional development to implement student-centered practices successfully. Several educators noted that transitioning from a traditional teaching model to one emphasizing inquiry, collaboration, and facilitation requires continuous training. Teacher training and support programs that equip educators with the necessary skills, strategies, and resources are vital (Falbe & Seglem, 2023). Despite its increasing popularity, student-centered learning lacks a standardized framework for implementation, often relying on teachers to maintain students' focus on learning objectives. In some cases, this approach can be as ambiguous as constructivism, its foundational principle (Tsai & Chen, 2021).

Training teachers is crucial in the 21st century, as current students do not respond effectively to traditional teaching methods. Teaching today's students with outdated techniques is ineffective. Modern learners require personalized education. The Philippine education system has been gradually acknowledging the need to view classrooms as diverse learning environments, recognizing that each student has unique cognitive processes, analytical skills, and academic approaches. Implementing this change is essential. Training teachers to recognize and address

various learning styles will be transformative, allowing them to impact countless students in Social Studies classrooms.

Teacher training is more important now than ever, as educators struggle to identify and bridge learning gaps while keeping pace with the syllabus. This balancing act is an immense challenge. Without proper knowledge, tools, and skills, teachers cannot be expected to overcome these hurdles alone. Therefore, regular training and free access to seminars and workshops are essential. Only by consistently enhancing teacher competencies can meaningful educational reforms be implemented, ultimately benefiting students and the entire education system

Factors Affecting the Participation of the Students in Social Study Classes

Classroom participation is widely recognized as a key indicator of students' willingness to engage in daily academic activities, such as timely assignment completion, adherence to teachers' directives, and consistent attendance. It is an essential aspect of student engagement. Various scholars have described classroom participation differently (Weaver & Qi, 2005). Active student involvement encompasses engagement in class discussions, preparation, communication and teamwork skills, as well as attendance (Rocca, 2010). Fassinger (2000) defined classroom participation as "any statements or questions raised by students in class" (p. 39), while Dallimore, Hertenstein, and Platt (2004) described it as "the number of unsolicited responses volunteered" (p. 290).

Susak (2016) categorized the factors influencing students' participation into internal and external factors. Internal factors include students' abilities, motivation, interest, prior knowledge, inclination, and physical or learning disabilities. Meanwhile, external factors include teachers' and parents' behavior and support, students' age, peer relationships, classroom environment, curriculum, and socioeconomic status. Several studies have examined the factors affecting classroom participation, considering gender and related variables (Aziz, Quraisi, & Kazi, 2018). Participation involves five distinct steps: planning, engaging in discussions, communication skills, teamwork abilities, and attendance (Dancer & Kamvounias, 2005). However, research exploring active classroom participation from students' perspectives remains limited, necessitating a deeper investigation into the elements that facilitate or hinder participation. A comprehensive understanding of these factors is crucial to aiding teachers in formulating effective strategies, overcoming participation barriers, and fostering a supportive learning environment.

Hemmati & Azizmalayeri (2022) explored social studies teachers' perceptions of learner-centered education, revealing that challenges such as large class sizes and resource scarcity were linked to structural constraints within schools. Similarly, Chen et al. (2023) investigated Moroccan educators' views on student-centered learning, finding that while educators understood its principles, implementation was hindered by factors like large classes, inadequate resources, and standardized assessments, a challenge also prevalent in the Philippines. Student-centered learning entails additional considerations that influence both teaching and student performance. Misalignment between student-centered strategies and student maturity, class size, cultural differences, and prior learning experiences can affect efforts to develop 21st-century skills. In a student-centered setting, students dictate the pace, content, and learning activities.

The Philippine curriculum aims to enhance student engagement and peer interaction to prepare them for lifelong learning. A stronger grasp of student-centered methods would facilitate a smoother transition from teacher-centered approaches (Katawazai, 2021). However, larger class sizes and limited resources make it difficult for educators to cover extensive content while assessing critical thinking skills. Teachers often lack the necessary training and time to implement activities that encourage higher-order thinking. Consequently, lecture-based instruction remains common. Nonetheless, teachers continue to play a crucial role in fostering deep learning and critical thinking (Garcia & Weiss, 2019). School policies and student population size also impact the implementation of learner-centered instruction. Decisions regarding student admissions should balance available classrooms to prevent overcrowding, which complicates student management (Tran, 2022).

Tadesse (2020) highlighted multiple obstacles to implementing active learning, such as rigid schedules, teacher workload, lack of instructional materials, and inadequate administrative support. Time constraints were a prevalent challenge, as educators struggled to integrate student-centered activities while adhering to strict curricular timelines (Catubig, 2023). Cardino and Ortega-Dela Cruz (2020) found that limited instructional resources, insufficient time, negative student attitudes, and teacher demotivation hindered learner-centered methods. Similar challenges were noted in Zimbabwe, where large class sizes, heavy teaching loads, and extensive content coverage requirements discouraged student-centered approaches (Chimbi & Jita, 2021). Active student engagement requires time and additional resources, which are often scarce.

To create effective 21st-century learning environments, educators must address these constraints. Although student-centered learning is conceptually feasible (Fisher, 2021), its self-directed nature raises concerns about students' ability to manage their learning pace effectively (Coman et al., 2020). Some educators argue that the challenges outweigh the benefits. While students enjoy interactive activities, these methods demand more time, and excessive absenteeism can disrupt inquiry-based learning, making it difficult for students to grasp key concepts (Green, 2021).

Students themselves face challenges in self-directed learning, including time management, independent study skills, and perseverance through difficult topics. Many prioritize exam scores over deep comprehension, struggling to shift their mindset toward active engagement. Anxiety can arise when students are expected to take control of their learning without sufficient support (Armbruster et al., 2019). A supportive, engaging classroom environment significantly enhances learning and academic success. However, external obstacles, such as technological access and resource limitations, further affect students' performance and attitudes.

Recent studies emphasize the importance of the "student experience" in higher education (Potschulat et al., 2020). Each student brings unique strengths, perspectives, and experiences to the learning process. Their perceptions of education influence motivation and engagement, affecting the success of student-centered methods. Some students resist learner-centered approaches due to a belief in the teacher's authoritative role (Lidar et al., 2020). Teachers may struggle to relinquish control, impacting classroom dynamics and engagement. Successful student-centered learning requires balancing autonomy with structured support (Cain, 2020).

Technological advancements play a growing role in student-centered education. Mobile technology enables interactive, self-paced learning and fosters collaboration among students regardless of location. AI-powered tools further enhance personalized learning experiences (Farajnezhad & Branch, 2022). Beyond mobile technology, digital platforms support concept development, interactive learning, and gamification. Flipped classrooms, blended learning, and online education are increasingly integrated into student-centered approaches (Tang, 2023). However, effective implementation requires oversight to ensure alignment with learning objectives (Coleman & Money, 2020).

Despite the potential benefits of student-centered learning, many teachers rely heavily on textbooks and worksheets, limiting real-world application. Educators must create relevant instructional materials tailored to students' needs (Alvarez, 2020). A study by Ochieng (2020) found that inadequate laboratory facilities, textbook shortages, minimal practical lessons, and insufficient teacher training hindered learner-centered instruction. School administration policies, class sizes, and limited preparation time further obstructed implementation. The transition to a student-centered model requires systemic reforms to address these issues (Lee & Branch, 2022).

Adopting student-centered learning practices involves rethinking traditional educational structures. Resistance to change is expected, but preparing students for innovation-driven futures necessitates new objectives and support systems. Learners must acquire essential knowledge and skills to navigate a rapidly evolving society (Nzabalirwa et al., 2019). Shifting from teacher-centered to student-centered education requires a fundamental paradigm shift among educators, policymakers, and stakeholders. Many existing policies are rooted in industrial-era educational models, necessitating transparency and innovation to foster inclusive learning opportunities. A redesigned learning environment prioritizes student engagement, critical thinking, and lifelong learning, making education more relevant for the modern era.

Teachers' Instructional Strategies and Socio-Economic Considerations

Education is a fundamental driver of societal progress, yet unequal access to learning resources and opportunities continues to hinder true equity. For educators, managing a diverse classroom while addressing economic disparities presents a daily challenge. Tackling these inequalities requires more than just good intentions—it demands practical, resource-conscious strategies. This post offers educators concrete ways to create a fair learning environment for all students, regardless of their financial circumstances.

Socioeconomic disparities influence every facet of education, from resource distribution to parental involvement. In the classroom, they appear in varying levels of student preparedness, aspirations, and self-confidence. If left unaddressed, these gaps can lead to lasting inequalities that extend into adulthood and impact curriculum implementation.

True educational equity extends beyond providing equal opportunities on paper; it requires creating a system of support that enables every student to succeed. As a teacher, you serve multiple roles—educator, mentor, and advocate. The following strategies will help you navigate these responsibilities while bridging the socioeconomic divide in your classroom.

Fostering an inclusive classroom goes beyond merely bringing together students and teachers from diverse backgrounds. It means cultivating an environment where each student feels valued, respected, and empowered to reach their full potential. This guide is for teachers committed to fostering an equitable learning space, ensuring that all students—regardless of socioeconomic status—receive the support they need. These ten strategies and activities will help you achieve that goal.

In a world where financial status often dictates opportunities, the classroom should serve as a sanctuary of fairness and dignity for both students and teachers. An inclusive learning environment helps level the playing field, allowing every student to flourish. Achieving this takes dedication, but the result is a rich, diverse educational community that benefits from a range of perspectives, experiences, and cultures.

4.0 THEORETICAL FRAMEWORK

The following theories were considered by the researcher for more understanding of the roles of school administrators in teaching dynamics of Araling Panlipunan Teachers in Tabaco City Division.

According to Gulick (1993) he applied administrative management theory principles to government. Administrative management theory attempts to find a rational way to design an organization as a whole. The theory generally calls for a formalized administrative structure, a clear division of labor, and delegation of power and authority to administrators relevant to their areas of responsibilities. The role of administrative management theory from critical perspective is to enable individuals within the schooling process to become aware of the societal ideological restraints placed upon them and through reflection become less controlled by these restraints. Thus, this theory designs an organization that has a clear division of labor between the organization's departments. Each department is responsible for a particular aspect of the organization's activities towards the achievement of organizational goals.

Buchner (2007) emphasizes the Performance Management Theory, which is particularly relevant to the present study as it highlights the role of school heads and teachers in implementing effective performance management methods. This theory has gained increasing attention as organizations strive to enhance workforce performance, especially during challenging economic times. According to Buchner, performance management not only drives productivity but also fosters motivation by aligning individual roles with organizational goals. However, the construct of performance management faces two key challenges: first, many applied models fail to fully integrate established theories of work motivation; second, its effectiveness remains limited as long as it operates primarily as a top-down process. Buchner further underscores the importance of motivational theories in shaping a well-structured and dynamic performance management system.

Day (2013) introduced the Leadership Development Theory, emphasizing the critical role of developing effective leaders and leadership behaviors across various organizations. His work reviewed both theoretical and empirical literature on leadership and leader development, highlighting the increasing scholarly focus on this field. While the systematic study of leadership

development is relatively recent, it has evolved into a dynamic area of theory building and research. Over the past 10 to 15 years, leadership development has transitioned toward a more scientific and evidence-based approach, supplementing the long-standing practitioner-driven interest in the topic. Notably, The Leadership Quarterly has played a significant role in advancing this body of knowledge by serving as a key platform for leadership research and discourse.

Likewise, Transformational Leadership Theory by Bass and Avoilo (1994), this is one of the most comprehensive leadership theories in organizational studies. The theory is especially relevant at a time when many organizations need to make radical changes in the way things are done in order to survive in the face of increasing economic competition. Increasing competitiveness and a very complex environment made organizations need a new type of leader who can make followers perform beyond expectation. Most leadership reflect the assumptions that it involves a social influence process whereby intentional influence is exerted by one person over other people to structure the activities and relationships in a group or organization.

The researcher's theory is related to the theories cited above. Gulick applied administrative management theory principles to government. Administrative management theory attempts to find a rational way to design an organization as a whole. The theory generally calls for a formalized administrative structure, a clear division of labor, and delegation of power and authority to administrators relevant to their areas of responsibilities while Buchner's theory of performance management is connected to the present study in terms of the level of school administrative roles in the promotion of teaching dynamics of Araling Panlipunan teachers. Similarly, Transformational Leadership Theory by Bass and Avolio (1994) is one of the most comprehensive leadership models in organizational studies. This theory is particularly relevant in an era where organizations must undergo significant transformations to remain competitive in an increasingly challenging economic landscape. As competition intensifies and environments grow more complex, organizations require a new breed of leaders capable of inspiring followers to exceed expectations. Leadership, in most cases, is viewed as a social influence process in which one individual deliberately guides others to shape group or organizational activities and relationships.

The researcher's theory aligns with the frameworks discussed above. Gulick integrated administrative management theory into government, emphasizing the need for a rational approach to structuring organizations. This theory advocates for a well-defined administrative structure, a clear division of labor, and the delegation of authority to administrators based on their responsibilities. Meanwhile, Buchner's performance management theory connects to the present study by addressing the role of school administrators in enhancing the teaching dynamics of Araling Panlipunan teachers.

Also, the theories of Day and Bass and Avoilo were connected to the present study because it dealt on the leadership roles and effectiveness. The researcher's theory focused on the roles of School Administrators in teaching dynamics which enable individuals and teams within the schooling process to provide support for Araling Panlipunan teachers and increased motivations in everyday task.

The roles of school administrators in teaching dynamics of Araling Panlipunan is a challenging role for school heads because it lies in their hands the responsibilities to assess the effectiveness of the teaching strategies of teachers. Also, it is their duties to suggest ongoing developments in societies and their provision of education are reflected in the roles, recruitment and development of teachers. As a result of these developments, school leaders and teachers are changing. It examined if school leaders can strengthen the recruitment, development and retention of teachers, as well as lift student outcomes. It is concluded that school administrator remains of crucial importance for continued improvement of education.

Further, when dealing with classroom behavioral issues, teachers need to be able to access the expertise and support of the entire school staff, and especially the school administrators. Establishing positive working relationships with each teacher in the school can help school leaders make responsive and effective administrative decisions that will enhance the capacity and quality of teaching and learning in the classroom. The role of school administrator is to support the teacher's authority, not replace it. Open communication, knowledge of best practices in classroom management, and respect for diverse teaching styles are key to an administrator's ability to effectively support teachers in the development and maintenance of strong classroom management practices with the school-wide approach to positive behavior supports, the effectiveness of both in-class and school wide supports and interventions for students with problem behavior is enhanced. Therefore, the researcher decided to conduct a study about the roles of School Administrators in teaching dynamics of Araling Panlipunan teachers in Tabaco City Division. Together, with proper leadership, school systems can meet goals set forth by school boards and foster students that are highly educated and prepared for their futures. In addition, school administrators must be aware of their roles in the performance of all teachers and provide support with patience, care, and love. Figure 1 shows the theoretical framework of the study.

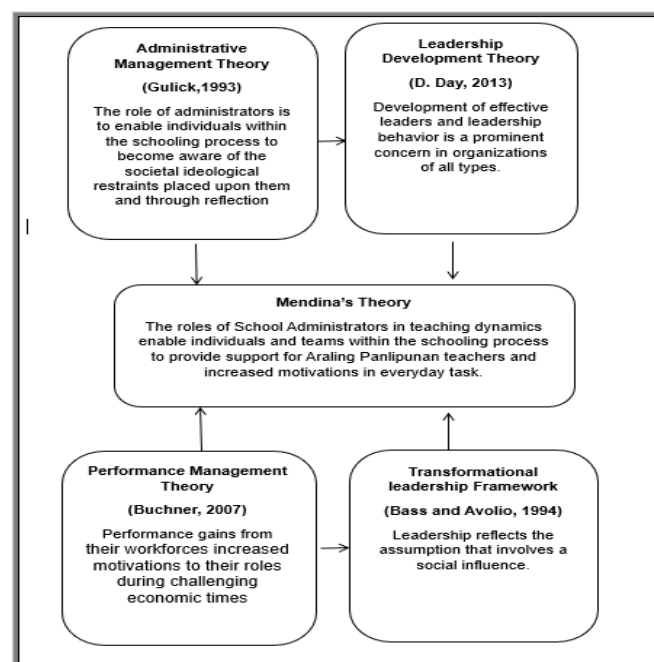


Figure 1. Theoretical Paradigm of the Study

5.0 CONCEPTUAL FRAMEWORK

Conceptual Framework

This study was primarily guided by the conceptual model shown in Figure 2. The paradigm followed the input-process-output framework.

The input of the study profile Araling Panlipunan teachers in Tabaco City Division, specifically their years of teaching Araling Panlipunan and specialization. It also identified the roles of school administrators in Tabaco City Division in terms of being motivators, evaluators, innovators, mentors or coaches, and implementers. Additionally, the study explored the challenges and opportunities related to political, economic, social, technological, environmental, and legal factors.

For process, the researcher developed a questionnaire as the research instrument. This instrument contained questions significant to the study's objectives. Furthermore, it provided insights into the roles of school administrators in shaping the teaching dynamics of Araling Panlipunan through the preparation and validation of the research tool. Data gathering was then conducted, followed by tabulation, analysis, and interpretation of the results.

The output consisted of a proposed action plan to address these challenges and opportunities, to enhance the professional growth and teaching dynamics of Araling Panlipunan teachers in Tabaco City Division. Figure 3 illustrates the research process.

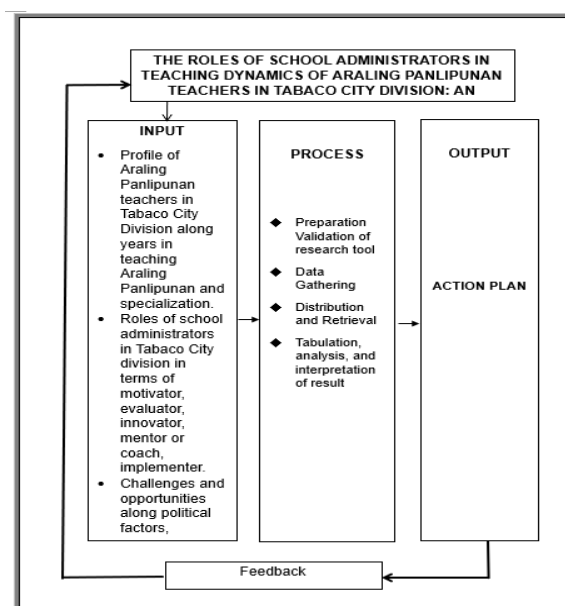


Figure 2. Conceptual Framework

6.0 METHOD

Research Design

The research plan for this study employed purely quantitative techniques to thoroughly examine the roles of school administrators in the promotion of teaching dynamics of Araling Panlipunan teachers in Tabaco City Division schools. The quantitative component included questionnaires to obtain information about educators' viewpoints, experiences, and professional development needs.

This quantitative methodology allowed for data triangulation, which improved the validity and reliability of the conclusions.

Research Instrument

This research made use of a standardized total enumeration sampling was used, meaning all members of the target population were included in the study. This approach ensured comprehensive data collection by considering every eligible participant, providing a complete representation of the group under investigation. The instrument was created to collect quantitative data from Araling Panlipunan teachers and school heads of secondary public schools in Tabaco City Division schools. The questionnaire assessed many aspects of educators' experiences, problems, and professional development requirements. It was divided into sections, with each concentrating on a distinct aspect of the research.

Data Gathering Procedure

The researcher coordinated with Tabaco City Division School personnel, including the principals and department heads, to notify them about the study. Their feedback was solicited to ensure the appropriateness and applicability of the study tools. During the proposal defense, the panel members' and adviser's suggestions were incorporated. Following that, the researcher distributed copies of the final research instruments to school personnel. After these discussions, the researcher created a list of potential respondents for the study.

Once the list was created, the researcher provided copies of the study instruments to the intended respondents. Respondents were notified that the study's findings would only be used for educational research. The researcher personally administered the validated study materials to the respondents while maintaining the confidentiality of their responses. They were also informed that the results would be used solely for educational purposes, and their anonymity would be maintained.

Due to persistent concerns, the researcher observed health protocols when administering the research equipment. These measures involved washing hands with disinfectant before and after administering the instruments, practicing social distancing, and wearing face masks. The completed surveys were retrieved whenever it was convenient for the researcher and the responders.

The data obtained from the survey questionnaires were placed into a Master Tally Sheet and statistically analyzed. The findings were then collated, evaluated, and interpreted to provide useful insights.

Respondents of the Study

Teachers teaching Araling Panlipunan and school heads of secondary public schools connected to Tabaco City Division were the main respondents of this study. The respondents came from the different secondary schools in Tabaco, namely: Tabaco National High School, San Lorenzo National High School, Bongabong High School, Bantayan National High School, San Antonio National High School, Mariroc High School, Comon High School, San Miguel National High School, Hacienda High School, and Malictay High School. Teachers from different sections and grade levels, known as Araling Panlipunan educators, took part and shared their experiences,

difficulties, and requirements for professional growth in the subject matter. Administrators from the schools, such as the school head and department heads, shared their thoughts on the roles of school administrators in the promotion of teaching dynamics of Araling Panlipunan teachers in Tabaco City Division schools.

Sampling Technique

To guarantee a full representation of key stakeholders in Tabaco City Division schools, this study's sampling strategy employed purposive methods. Purposive sampling was employed to identify Araling Panlipunan teachers and school administrators based on their direct engagement and relevance to the study's aims. This method enabled the targeted selection of participants who could contribute rich and different perspectives on the difficulties and opportunities inherent in Araling Panlipunan education.

The sample technique was developed to optimize the study findings' relevance and comprehensiveness, ensuring that the opinions and experiences of educators and school heads in Tabaco City Division schools were sufficiently represented and examined.

Study Site

The study site of this endeavor, where the researcher and the department have control, was the schools in Tabaco City Division, both on the island and inland. There were seven (7) secondary schools inland and three (3) secondary schools on the island. Ideally, the researcher chose all secondary schools situated in the Tabaco City Division, considering the geographical distance and aiming for systematic and indisputable results from the comparison of the teachers' perspectives. Nonetheless, all the schools were performing well and adhering to quality service standards.

Data Analysis Plan

After the data was collected from the participants' answered questionnaires, it was transcribed and encoded in a Word document and an Excel spreadsheet. Both descriptive and inferential statistics were employed to analyze the data collected. In this study, frequency was used to describe the distribution of participants according to their profile of the respondents, perceived awareness, perceived attitude, and the roles of school administrators in promoting teaching dynamics among Araling Panlipunan teachers in Tabaco City Division. Percentage, on the other hand, was calculated by taking the frequency in a category, dividing it by the total number of participants, and multiplying it by 100%.

Inferential statistics, as defined by Louangrath et al. (2015), referred to the use of sample descriptive statistics to make an inference (estimate) about the population. Trochim (2020) claimed that inferential statistics was used to infer from the sample data what the population might think or to assess the probability that an observed difference between groups was reliable, rather than occurring by coincidence. Furthermore, according to Corb (2013), the aim of inferential statistics was to establish whether the sample findings could be generalized—or applied—to the entire population.

To determine the role of administrators along political, economic, social, technological and educational factors, the Likert Scale and Weighted Mean was used. The formula of Siegel (1998) on computing for weighted was:

$$\text{Weighted Mean} = \frac{\text{Scale Value} \times \text{Frequency}}{\text{Total Number of Respondents}}$$

The respondents were guided by a four-point Likert scale below:

Numerical Rating	Range	Adjectival Description
4	3.50 – 4.50	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Fairly Agree
1	1.00 – 1.49	Least Agree

To determine whether the profile of the teachers has significance with the role of the school administrators, the Spearman Rank Correlation was used. Spearman's rank correlation measures the strength and direction of association between two ranked variables. According to an article on Statistics Solutions' website (2021), Spearman Rank Correlation coefficient was a test statistic that assessed the statistical link, or association, between two continuous variables. It was regarded as the best method for determining the relationship between variables of interest because it was based on the covariance method. Spearman's correlation provided information on the amount and direction of the link, also known as the correlation.

For challenges encountered and opportunities, frequency and ranking were used.

Ethical Considerations

Prior to starting the actual data collection, the researcher asked the principal of the school and other appropriate authorities for permission to carry out the study. The goals and necessity of the study were explained to the respondents throughout the administration of the research instruments. They were also informed that the results would only be utilized for educational research and that both their identity and their answers would be handled with the highest confidentiality. The respondents were informed about the procedures involved in collecting the data, as well as their right to withdraw at any time and that their participation was completely voluntary. The identified respondents received thorough explanations from the researcher on the survey questionnaire. The questionnaires were collected, and careful and discreet data collection was done with the answers. All responses were processed in accordance with the guidelines of the study, ensuring that ethical standards were upheld throughout the entire inquiry.

7.0 RESULTS

This chapter presents the results that were gathered in relation to the assessment of the roles of school administrators in the promotion of teaching dynamics of Araling Panlipunan teachers in Tabaco City Division. Using a questionnaire-checklist, this study answered five (5) sub-problems

which include: 1.) What is the profile of Araling Panlipunan teachers in Tabaco City Division along years in teaching Araling Panlipunan and Specialization; 2.) What are the roles of school administrators in Tabaco City Division in terms of motivator, evaluator, innovator, mentor or coach and implementer; 3.) What is the significant relationship of the profile of the Araling Panlipunan teachers and role of school administrators; 4.) What are the challenges and opportunities of Araling Panlipunan teachers in terms of political factors, economic factors, social factors, technological factors, environmental factors and legal factors; and 5.) What action plan may be proposed to enhance the professional growth and teaching dynamics of Araling Panlipunan teachers in Tabaco City Division.

Profile of Araling Panlipunan Teachers

The profile of Araling Panlipunan teachers serves as a critical foundation in understanding the factors that influence teaching dynamics and the roles of school administrators. In the context of the Tabaco City Division, the teachers' backgrounds, experience, and areas of specialization provide significant insight into the existing educational framework and the specific needs of the Araling Panlipunan subject. As educators who shape the minds of young learners with knowledge about history, culture, geography, government, and society, the qualifications and teaching backgrounds of these teachers directly impact their effectiveness in delivering the curriculum

Table 1.b. Profile of Teachers as to Field of Specialization

Variable (Field of Specialization)	Frequency (n=79)	Percentage
Bachelor of Secondary Education major in Social Studies	58	73.42%
Bachelor of Arts in Economics with Methods of Teaching (major in Social Studies)	4	5.06%
Bachelor of Secondary Education major in History	3	3.80%
Bachelor of Science in Political Science with Methods of Teaching (major in Social Studies)	3	3.80%
Bachelor of Science in Business Management with Methods of Teaching (major in Social Studies)	3	3.80%
Bachelor of Science in Industrial Education with Methods of Teaching (major in Social Studies)	2	2.53%
Bachelor of Arts in Sociology with Methods of Teaching (major in Social Studies)	1	1.27%
Bachelor of Science in Commerce with Methods of Teaching (major in Social Studies)	1	1.27%
Bachelor of Science in Criminology with Methods of Teaching (major in Social Studies)	1	1.27%
Bachelor of Science in Entrepreneurship with Methods of Teaching (major in Social Studies)	1	1.27%
Bachelor of Science in Hospitality Management with Methods of Teaching (major in Social Studies)	1	1.27%
Bachelor of Secondary Education major in Filipino	1	1.27%
<i>TOTAL</i>	<i>79</i>	<i>100%</i>

Years of Teaching Araling Panlipunan

The teachers' years of experience in teaching Araling Panlipunan play a significant role in shaping their perspectives on the dynamics of teaching and the support they need from school administrators.

The present study involved 79 Araling Panlipunan teachers from the Tabaco City Division and the study participants were chosen to represent a range of years of teaching service. This variety shows different requirements, assets, and potential for professional growth of the participants based on their experience categories.

The biggest group of teachers, 31.06%, has six to ten years of experience. These teachers may have a good knowledge on how to teach and deliver the curriculum as well as how to handle students in the classroom and be willing to try out new approaches in teaching. Podolsky et al. (2019) pointed out that the length of teaching experience is positively related with the improvement of students' achievement and this might be due to the fact that the teachers are working in a supportive and collaborative context. However, their openness to adopting new teaching methods can be enhanced through peer collaborations and targeted professional development programs. Mid-career teachers benefit from continued learning opportunities that focus on refining teaching techniques, such as workshops on innovative pedagogies or collaborative learning strategies, which can further boost their teaching efficacy.

Teachers with 1–5 years of experience represent 29.11% of the respondents, making them the second-largest group. These early-career teachers often bring fresh perspectives and enthusiasm but may face challenges adapting to the complexities of classroom dynamics. Graham et al. (2020) argued that beginning teachers generally maintain acceptable teaching quality during their first three years. However, the study also identified a potential decline in teaching quality during years four to five, emphasizing the importance of sustained mentorship, workshops, and evidence-informed support systems to address these challenges and maintain high teaching standards.

Educators with more than 15 years of experience, comprise 20.25% of the sample. These teachers hold extensive expertise in teaching the Araling Panlipunan subject and understands student needs, and adapts to changes in education. Podolsky et al. (2019) highlighted the impact of experienced teachers, who helps their colleagues by mentoring and developing collaborative teaching environments.

The study also identified a smaller but significant 13.92% group of teachers with 11–15 years of experience. These individuals are well-positioned to mentor junior educators and lead curriculum improvement initiatives. However, as Muhinat (2022) noted, even experienced teachers need regular reminders to update their lesson plans and teaching materials to remain aligned with the ever-evolving educational landscape.

Lastly, 5.06% of the respondents were in their first year of teaching. These beginner educators provide valuable insights into the initial challenges of teaching, including classroom management, curriculum navigation, and student engagement. Podolsky et al. (2019) emphasized the critical role of a supportive environment in helping new teachers build foundational skills and confidence. Similarly, Graham et al. (2020) recommended targeted support systems and professional learning to address early-stage challenges effectively.

The findings of this study highlight the importance of implementing specialized professional development strategies that address the specific needs of teachers at various experience levels. For early-career teachers (0–5 years), structured mentorship programs and workshops on classroom management and curriculum design are necessary for overcoming initial challenges and building stronger foundations.

Mid-career teachers (6–15 years) should explore innovative teaching techniques and engage in collaborative learning and ensure sustained growth and adaptability. For experienced teachers (15+ years), leadership training, mentorship roles, and advanced pedagogy workshops are needed for expertise and to expand their influence within the educational community. Aligning professional development initiatives with these distinct needs can help schools develop dynamic teaching practices that contribute to both teacher growth and student success.

Field of Specialization

Teacher specialization is crucial for quality education, yet out-of-field teaching remains a challenge in the Philippines, especially in subjects like Araling Panlipunan (AP). AP requires expertise in history and current events, but non-specialist teachers often struggle with lesson delivery and student engagement.

The data collected from the 79 Araling Panlipunan (AP) teachers provides a detailed look at the diversity in teacher specialization within this subject area. The majority of the respondents (73.42%) hold a Bachelor of Secondary Education (BSEd) in Social Studies, which directly aligns with the subject they teach. This indicates a strong presence of specialized teachers who are likely to have the necessary academic background and training to handle the complexities of teaching Araling Panlipunan. According to Akareem (2012), the qualifications and expertise of teachers directly impact the quality of education, suggesting that these 58 teachers are more likely to deliver effective and engaging lessons due to their relevant academic training.

However, the remaining 26.58% of teachers are drawn from a wide variety of fields such as AB Economics (5.06%), BSE History (3.80%), AB Political Science (3.80%), BS Business Management (3.80%), BS Industrial Education (2.53%), AB Sociology (1.27%), BS Commerce (1.27%), BS Criminology (1.27%), BS Entrepreneurship (1.27%), BS Hospitality Management (1.27%) and BSEd-Filipino (1.27%). Each of these non-specialist teachers has completed 18 units of methods of teaching with a major in Social Studies, which provides them with a foundational understanding of teaching strategies, even though they may still lack in-depth subject knowledge. These teachers are considered out-of-field teachers, which aligns with the concerns raised in studies by Hobbs (2013) and Caldis (2017), who emphasized that out-of-field teaching occurs when educators are assigned to subjects outside their area of expertise. This can lead to challenges such as content unfamiliarity, a lack of subject-specific teaching strategies, and a struggle with lesson planning and student engagement. Studies of Adanza et al. (2023) further support these challenges, showing that non-specialist teachers face significant hurdles, such as making lessons relevant and engaging, dealing with unfamiliar content, and finding appropriate teaching resources. These difficulties are further compounded by the need to align lessons with higher-order thinking skills (HOTS) and content-specific assessments, which may not align with their primary area of training.

From the data, the group of non-specialist teachers in the study (26.58%) represents a substantial portion of the teacher workforce. This suggests that out-of-field teaching is a widespread issue in Araling Panlipunan, which can potentially affect the overall quality of instruction. Despite this, the data also reveals that these non-specialists are actively attempting to overcome these challenges by

engaging in self-directed learning, utilizing available resources, and seeking external support, as noted by Adanza et al. (2023) and Madulara (2022).

This data reveals an important implication for teacher training and professional development – there is a need to provide more specialized support for out-of-field teachers. While the majority of teachers are adequately trained in the subject, a significant portion is teaching AP without the specialized background, making targeted training and mentorship programs essential for improving their confidence and teaching effectiveness.

Roles of School Administrators in Tabaco City Division

In this part of the study, two (2) groups of respondents answered the indicators. Frequency counts and weighted mean are the statistical measures used to analyze the data.

Motivator

In the context of school administration, the role of the administrator as a motivator is crucial for promoting a positive school culture and improving overall teacher and student performance. Deci and Ryan's (2000) Self-Determination Theory highlight the importance of intrinsic motivation in educational settings, where a supportive and encouraging environment helps individuals perform at their best. A motivated staff is more likely to remain committed to their work and improve outcomes for students, making this role central to the success of educational institutions.

Administrators' roles as motivators were assessed with a weighted overall mean of 3.82, reflecting strong agreement from both administrators and teachers. The table shows that the overall mean of 3.67 indicates a strong agreement that administrators are effective motivators. The data suggests that administrators are largely successful in motivating their staff by recognizing achievements, fostering a supportive school culture, setting clear goals, and encouraging professional development.

One of the key indicators of the administrator's role as a motivator is the recognition and celebration of achievements. Administrators scored a mean of 3.91, and teachers rated it slightly lower at 3.43, resulting in a weighted mean of 3.67, which strongly indicates that both groups agree on the importance of recognizing achievements. Furthermore, the administrators' role in promoting a positive and supportive school culture to boost morale and engagement also stands out. Administrators scored 4.00, and teachers responded with a mean of 3.43, giving a weighted mean of 3.72, which shows a strong agreement. A positive school culture is crucial for enhancing both teacher morale and student achievement.

The data also highlights the importance of setting clear, attainable goals that inspire excellence. Administrators rated this at 3.91, while teachers rated it at 3.84, resulting in a weighted mean of 3.88. This strong agreement underscores the effectiveness of goal-setting in motivating staff and students, a concept supported by Locke and Latham (2002), who found that clear goals significantly enhance motivation. Additionally, administrators were seen as encouraging continuous professional development and personal growth among staff, with a mean of 3.73 from administrators and 3.90 from teachers, resulting in a weighted mean of 3.82. This reflects the importance of continuous

professional development in maintaining a motivated and capable teaching force, as noted by Darling-Hammond (2000). The ability of administrators to build strong relationships based on trust and communication was rated highly, with both administrators (mean = 4.00) and teachers (mean = 3.99) agreeing strongly on this aspect, resulting in a weighted mean of 4.00. Leithwood and Jantzi (2006) emphasize that relational leadership is a key motivator, and this finding reflects the positive impact of trust on teacher morale.

Administrators' ratings were slightly higher than those of teachers, which could imply that administrators perceive their efforts to be more successful than teachers do. This discrepancy highlights an important area for improvement: fostering a deeper sense of recognition and motivation among teachers. Teachers rated recognizing and celebrating achievements as 3.43, lower than the administrators' self-rating of 3.91. This gap suggests that while administrators may be acknowledging the successes of staff, the frequency or visibility of such recognition might not meet the expectations or needs of teachers. Bartolome et al. (2018) emphasize that fostering a positive school culture and promoting teacher well-being significantly impacts engagement and morale. In this case, the administrators could benefit from strategies that actively involve teachers in the recognition process and make sure their contributions are seen and appreciated regularly.

To enhance the perception of recognition, administrators should implement more visible and frequent acknowledgment of teacher achievements. This can include celebrating achievements in staff meetings or creating formal recognition programs that highlight contributions from all staff members.

Evaluator

The role of administrators as evaluators also received strong support, with a weighted overall mean of 3.63, indicating that administrators are viewed as effective in carrying out performance reviews, utilizing data to assess progress, and providing feedback for continuous improvement.

As shown in the table, administrators were seen as conducting regular and comprehensive performance reviews for both teachers and staff. Administrators rated this aspect with a mean of 3.73, while teachers rated it at 3.49, leading to a weighted mean of 3.61. The use of data-driven approaches to assess student progress and overall school performance was another aspect evaluated. Administrators rated this with a mean of 3.91, and teachers rated it at 3.63, resulting in a weighted mean of 3.77. Data-driven decisions are essential for improving educational outcomes. It also reflects the growing importance of data in educational leadership. Another important role of administrators is providing timely and constructive feedback. Administrators scored this at 3.82, and teachers rated it at 3.23, yielding a weighted mean of 3.55. This finding suggests that while administrators see the importance of feedback, teachers may feel that feedback is not always as timely or constructive. The implementation of assessment tools and frameworks to evaluate instructional effectiveness was also seen as an essential role of administrators. Both administrators and teachers agreed strongly on the necessity of using structured assessment tools, resulting in a weighted mean of 3.56. Review and updating of school policies and procedures to ensure alignment with educational standards was another area where administrators performed well. Administrators

rated this at 3.82, and teachers rated it at 3.51, with a weighted mean of 3.67, further reflecting the role of administrators in maintaining alignment with educational best practices.

A noteworthy finding emerged from the teachers' responses, particularly regarding the provision of timely and constructive feedback. Teachers rated this aspect lower which suggests a perceived gap in how feedback is delivered. This difference points to the importance of communication and feedback loops between administrators and teachers, ensuring that evaluations are not only regular and data-driven but also meaningful and actionable.

Evaluations are only effective when they are timely, specific, and tied to professional development opportunities. Evaluations that lack immediate, actionable feedback can result in a lack of motivation and improvement among staff. Administrators should make efforts to ensure that feedback is not only given regularly but is also specific, timely, and focused on actionable steps. Encouraging a two-way dialogue where teachers can also share their feedback on the evaluation process could lead to improved teacher perceptions and effectiveness in implementing the insights gained from these evaluations.

Innovator

In the role of innovators, administrators achieved an overall mean of 3.73, which reflects strong agreement among both administrators and teachers. Administrators were rated highly for encouraging the adoption of new technologies, fostering a culture of experimentation, and leading initiatives that introduce creative solutions to school challenges.

Administrators were seen as encouraging the adoption of new technologies and teaching methodologies, with a weighted mean of 3.62 (administrators: 3.51; teachers: 3.73). Robinson (2011) supports this view, asserting that administrators must foster a culture where new teaching tools and technologies are embraced. Administrators also took a leadership role in piloting projects that introduced creative solutions to school challenges. The weighted mean for this aspect was 3.86 (administrators: 3.80; teachers: 3.91), indicating strong agreement that administrators are proactive in finding innovative solutions, a concept emphasized by Fullan (2001). Fostering a culture of experimentation and learning from failure was another area where administrators demonstrated innovation. The mean of 3.69 reflects a shared understanding of the importance of experimentation, which aligns with Robinson (2011), who stresses that failure can be a valuable learning tool in the educational process. Administrators also identified trends in education and integrated them into the school's strategic plans. Both administrators (mean = 3.66) and teachers (mean = 3.82) strongly agreed on this point, with a weighted mean of 3.74, supporting Spillane (2006)'s assertion that school leaders must stay informed about educational trends to adapt their strategies effectively. Lastly, administrators actively sought input and collaboration from the school community to foster new ideas and improvements. The weighted mean of 3.76 (administrators: 3.70; teachers: 3.82) indicates that both groups agree on the importance of collaboration, which aligns with Fullan (2001), who emphasizes that collaboration leads to innovation.

The findings corroborate Fullan's (2015) framework on educational innovation, which stresses that the involvement of educators in the decision-making process is crucial for the successful integration

of new technologies and methodologies. Teachers value administrators who not only introduce change but also collaborate with them to tailor these changes to their specific needs.

The study highlights the importance of continued collaboration between administrators and teachers in innovating classroom practices. Administrators should focus on creating an environment that encourages risk-taking and experimentation while providing the necessary support and resources to ensure that these innovations are successful.

Mentor/ Coach

Administrators performed exceptionally well in their role as mentors and coaches, achieving a weighted overall mean of 3.81. Respondents agreed that administrators provide personalized guidance, facilitate peer mentoring programs, offer constructive feedback, and regularly meet with struggling teachers. These actions contribute significantly to professional growth and instructional improvement, as teachers feel supported in their development.

The result shows that Administrators provide personalized guidance and support to teachers for professional growth, with administrators rating this at 4.00 and teachers at 3.51, resulting in a weighted mean of 3.76. This reflects the importance of individualized mentoring, a practice highlighted by Hargreaves and Fullan (2012), who argue that personalized support is essential for teacher development. Facilitating peer mentoring programs to share best practices among staff received strong ratings, with administrators scoring this at 3.91 and teachers at 3.80, leading to a weighted mean of 3.86. This is in line with Leithwood and Jantzi (2006), who emphasize the value of peer mentoring in fostering a collaborative school culture. Administrators also provide constructive feedback to help staff refine their teaching methods. Administrators rated this at 4.00, and teachers at 3.56, resulting in a weighted mean of 3.78, showing that feedback is a vital part of the mentoring process. Hattie (2009) asserts that effective feedback is essential for improving teaching quality. Regularly meeting with new or struggling teachers to provide encouragement was another essential aspect of the administrators' mentoring role. Administrators scored this at 4.00, while teachers rated it at 3.66, resulting in a weighted mean of 3.83. Leithwood and Jantzi (2006) emphasize that providing ongoing support for struggling teachers is essential for their success. Lastly, administrators create opportunities for reflective practice and self-assessment among teachers. Administrators rated this at 3.91, and teachers at 3.70, giving a weighted mean of 3.81, which reflects the importance of self-reflection in improving teaching practices.

There were some variabilities in the responses of the two (2) groups of respondents. Administrators rated their effectiveness slightly higher than teachers did, suggesting that teachers might need more personalized support or may not fully recognize the breadth of mentoring efforts already in place. Administrators should continue prioritizing mentorship while ensuring that it is personalized and responsive to the individual needs of teachers. Implementing structured mentorship programs, such as peer observation or regular one-on-one meetings, could help maximize the impact of this role.

Implementer

As implementers, administrators are responsible for executing policies, managing resources, and ensuring the successful implementation of school-wide programs. Spillane (2006) argues that

school leaders must be effective implementers to translate educational policies into actionable plans that meet the needs of teachers and students.

Administrators scored highly in their role of executing school policies (mean = 4.00) and ensuring compliance with regulations. Teachers rated this aspect at 3.86, resulting in a weighted mean of 3.93. Harris (2014) underscores that effective policy execution is critical to the overall success of the school. Overseeing school-wide programs was another area where administrators performed well, with a weighted mean of 3.85 (administrators: 4.00; teachers: 3.70). Spillane (2006) emphasizes that school leaders must be actively involved in overseeing the execution of school programs. In terms of allocating resources effectively, administrators scored 4.00, while teachers rated it at 3.20, resulting in a weighted mean of 3.60. Harris (2014) stresses that efficient resource allocation is crucial for supporting school initiatives. Collaboration with stakeholders was also essential for successful implementation, as reflected in the weighted mean of 3.85 (administrators: 4.00; teachers: 3.70). Harris (2014) suggests that collaboration enhances the effectiveness of implementation efforts. Administrators were seen as being proactive in monitoring and adjusting implementation strategies based on feedback, with a weighted mean of 3.85 (administrators: 4.00; teachers: 3.70). Harris (2014) supports this by arguing that continuous monitoring and adaptability are crucial for successful implementation. To maintain and enhance their role as implementers, administrators should continue ensuring that resources are effectively allocated and that policies are not just developed but actively carried out with input from all stakeholders. The continued collaboration and transparency in implementing educational programs will help sustain the momentum of improvements across schools. To conclude, the study provides a comprehensive analysis of the multifaceted roles of school administrators in the Tabaco City Division. Administrators were found to be generally effective in their roles as Motivators, Evaluators, Innovators, Mentors/Coaches, and Implementers, with most areas receiving a Strongly Agree rating.

However, the study also identifies areas where improvements can be made, particularly in feedback mechanisms, teacher recognition, and the ongoing support for innovative practices. Addressing these areas could enable administrators to further enhance their leadership effectiveness and contribute to the academic success and professional growth of their teaching staff. This emphasizes the need for a holistic and collaborative approach to leadership, where administrators engage actively with teachers, listen to their needs, and provide tailored support to ensure a thriving educational environment.

Relationship of the Profile of the Araling Panlipunan Teachers and Role of School Administrator

This section of the study examines the relationship between two variables: Years of Teaching and Role, as well as Field of Specialization and Role. The analysis aims to determine whether the length of teaching experience or the field of specialization correlates with the professional roles of administrators, as reflected in their weighted mean scores. Table 2 shows the data.

Year of Teaching	Role	Role (Weighted Mean)	Rank (Year)	Rank (Role)
5	Motivator	3.82	5	4.5
4	Evaluator	3.63	4	1.0
3	Innovator	3.73	3	2.0
2	Mentor/ Coach	3.81	2	3.0
1	Implementer	3.82	1	4.5

Years of Teaching and Role Teachers with varying years of experience were evaluated in terms of their role weighted mean scores. Those with 5 years of teaching experience recorded a mean role score of 3.82, which was ranked 5th in terms of years of teaching and tied for 4.5th place in role performance. Teachers with 4 years of experience had the lowest mean score of 3.63, which ranked 4th in years of teaching but was rated the highest (1st) in terms of role performance.

Similarly, teachers with 3 years of experience had a mean score of 3.73, ranked 3rd in years of teaching and 2nd in role. Meanwhile, those with 2 years of experience attained a mean of 3.81, which placed them 2nd in years and 3rd in role. Lastly, teachers with 1 year of experience tied with those who had 5 years, with a mean score of 3.82, but were ranked 1st in terms of teaching years and tied for 4.5th in role performance.

The statistical analysis revealed a weak negative correlation ($rs=-0.2052$) between years of teaching and role. This means that as teaching experience increases, role performance does not significantly improve or decline. Furthermore, the p-values for both one-tailed (0.3703) and two-tailed (0.7406) tests exceed the significance threshold of 0.05, indicating that this relationship is not statistically significant. Thus, the years of teaching experience do not strongly predict role performance, and there is insufficient evidence to establish a meaningful relationship.

A similar analysis was conducted to explore the relationship between field of specialization and role. Teachers with the highest field of specialization score (5) achieved a mean role score of 3.82, ranked 5th in field specialization and tied for 4.5th in role performance. Conversely, those with a specialization score of 4 recorded the lowest mean role score of 3.63, ranked 4th in the field but 1st in role performance. Table 3 presents the data.

Field of Specialization	Role (Weighted Mean)	Rank (Field)	Rank (Role)
5	3.82	5	4.5
4	3.63	4	1
3	3.73	3	2
2	3.81	2	3
1	3.82	1	4.5

Teachers with specialization scores of 3 and 2 had mean role scores of 3.73 and 3.81, respectively, ranking 3rd and 2nd in both field specialization and role performance. Finally, those with a specialization score of 1 achieved a mean role score of 3.82, ranked 1st in specialization and tied for 4.5th in role.

Similar to the previous analysis, the correlation coefficient ($r_s = -0.2052$) indicates a weak negative relationship between field of specialization and role. The p-values for one-tailed (0.3703) and two-tailed (0.7406) tests are also greater than 0.05, rendering the relationship statistically insignificant. This suggests that a teacher's field of specialization does not strongly influence their role performance.

The weak and statistically insignificant relationships identified in both analyses underscore that neither years of teaching experience nor field of specialization significantly impact role performance. This finding aligns with studies that emphasize the importance of institutional and individual factors over demographic or static variables. For example, research highlights that teacher efficacy is more strongly influenced by ongoing professional development and access to resources than by years of service or field-specific training. Dynamic teaching strategies and a supportive work environment play more critical roles in influencing teachers' overall performance than their educational background or years of service.

Collaborative professional learning communities and access to innovative teaching methods have a greater impact on improving teaching quality and student outcomes than static teacher variables such as specialization or tenure. Teacher effectiveness is more closely tied to adaptive teaching practices and contextualized training than to generic professional attributes like years of teaching or academic field.

From a practical standpoint, these results imply that schools should focus on enhancing teacher support systems and capacity-building initiatives rather than relying solely on experience or specialization as determinants of role effectiveness. Programs such as mentorship, leadership training, and resource allocation could better empower teachers to fulfill their roles effectively.

Future research should explore other factors influencing role performance, such as teaching strategies, administrative support, and teacher motivation. Expanding the sample size and including more diverse contexts may yield a clearer understanding of these dynamics.

By shifting the focus to actionable and impactful variables, schools can better support teachers in their professional development and, ultimately, in achieving educational goals. Additionally, future research could integrate the analysis of external variables, such as government policies, school culture, and community involvement, identified in studies like those of Leithwood et al. (2004) as critical contributors to educational outcomes.

Schools can redirect resources toward creating environments that nurture teacher adaptability and resilience by acknowledging the limited influence of static demographic factors such as years of teaching or field specialization. These findings affirm the need for systemic reforms prioritizing dynamic teacher development strategies over traditional reliance on tenure or specialization as predictors of effectiveness.

Challenges Encountered by Araling Panlipunan Teachers

Teaching Araling Panlipunan in the Tabaco City Division is a dynamic and complex endeavor influenced by numerous factors. The study investigates the various challenges encountered by teachers in the performance of their roles, particularly in areas such as political, economic, social, technological, legal, and educational dimensions. These variables are essential in understanding the broader context within which teachers operate and their implications for professional development and curriculum implementation.

The following sections detail these challenges as reported by respondents, providing a comprehensive view of the barriers that hinder effective teaching. Each challenge is analyzed based on its significance, frequency, and rank, supported by literature and linked to the study's objectives.

Political Factors

The role of political factors in shaping the challenges encountered by Araling Panlipunan teachers is critical as it underscores the impact of governance and policy alignment on educational practices. The challenges encountered by Araling Panlipunan teachers along political factors were looked into this study.

Among the identified challenges, political interference in school leadership decisions ranked highest with 63 respondents, reflecting the significant influence of political involvement on school administration. This was followed by alignment between national and local educational policies (48 respondents) and pressure to incorporate state-mandated content that may not be relevant to local contexts (33 respondents). Meanwhile, changes in government policies affecting curriculum priorities (10 respondents) and unclear government policies on education (1 respondent) were noted as less pressing concerns.

The predominance of political interference aligns with Mendoza (2024), who highlighted that inconsistency in policy implementation often creates a disconnect between intended curriculum goals and classroom realities. This finding implicates the need for better policy coherence and reduced political meddling, which can foster an environment where school administrators and teachers work collaboratively toward the objectives of educational excellence. Linking these results to the objectives of this study, the data suggest that addressing political challenges is imperative for enhancing the teaching dynamics of Araling Panlipunan teachers, as administrators play a key role in mitigating external interferences through advocacy and strategic policy interpretation.

Economic Factors

Economic limitations prominently shape the challenges faced by teachers in implementing effective instruction.

The financial burden of acquiring and maintaining technological tools was the most significant issue, reported by 72 respondents, followed by financial constraints in adopting new teaching resources and technologies (56 respondents) and inadequate incentives for teachers to innovate in their teaching methods (46 respondents). Limited funding for professional development in social

studies (30 respondents) and limited financial resources to implement programs and hire qualified staff (28 respondents) were also reported but ranked lower.

These findings resonate with Adeogun (2001), who emphasized the critical role of financial resources in maintaining quality education. The lack of funding for professional development, in particular, hinders teachers' ability to adopt innovative pedagogical approaches, a key objective of this study. To address these issues, policymakers and administrators must advocate for increased funding and equitable resource distribution to enable teachers to meet curricular demands and enhance their professional growth.

Social Factors

Another variable that was included in the study are the challenges of Araling Panlipunan teachers along social factors.

Social challenges prominently affect the teaching environment, with difficulty in addressing social issues within the classroom due to sensitivities identified as the top issue, reported by 75 respondents (1st rank). This highlights the complexities teachers face when discussing sensitive or controversial topics. Closely following this, limited teacher training on social issues was cited by 72 respondents (2nd rank), indicating gaps in professional preparedness.

The third most significant challenge, societal indifference toward the importance of social studies, was noted by 51 respondents (3rd rank). Additional concerns included diverse student backgrounds affecting learning engagement (33 respondents, 4th rank) and resistance to change from traditional teaching practices (24 respondents, 5th rank). These findings emphasize the complex nature of social challenges that hinder dynamic teaching practices.

This aligns with Plessis (2020), who emphasized the importance of robust teacher training programs to address diverse social dynamics effectively. The study's findings stress the need for administrators to facilitate professional development opportunities that equip teachers to handle social sensitivities such as development of effective teacher development programs focusing on inclusivity and sensitivity

Technological Factors

Technological factors significantly influence the challenges faced by Araling Panlipunan teachers.

Access to and integration of technology remain critical issues. Limited access to technology for both teachers and students was the most significant challenge, reported by 73 respondents, followed closely by limited access to technology in schools (72 respondents). Inadequate teacher training in integrating digital tools in teaching ranked third, cited by 70 respondents. Less critical challenges included resistance to using technology as a core part of teaching (10 respondents) and rapid technological advancements that outpace school resources (8 respondents).

Partanen (2020) emphasized the need for robust technological infrastructure and training to bridge the digital divide. The findings suggest that administrators must prioritize investments in

technological infrastructure and professional development, directly contributing to the study's goal of improving teaching dynamics.

Legal Factors

Another variable that was looked into this study are legal factors.

Legal constraints create structural challenges for Araling Panlipunan teachers. The most pressing issue, complications in teacher evaluation and performance management, was identified by 74 respondents (1st rank). This highlights inconsistencies and perceived unfairness in performance assessments. Additionally, compliance with education laws that may limit curricular flexibility was noted by 68 respondents (2nd rank), and limited access to legal resources and support for teachers by 66 respondents (3rd rank).

Other challenges included labor issues, including workload regulations for teachers (28 respondents, 4th rank) and legal restrictions on incorporating certain political or controversial topics in lessons (24 respondents, 5th rank).

These findings reflect the need for clear legal frameworks that support teachers' autonomy and innovation. Alvarez (2020) emphasized the need for balanced legal structures that empower educators while ensuring compliance.

Educational Factors

This study also investigated the challenges encountered by Araling Panlipunan teachers as to educational factors.

Educational challenges primarily revolved around professional development. Insufficient professional development opportunities focused on innovative pedagogy was the top challenge, cited by 77 respondents. Insufficient training and professional development opportunities followed with 72 respondents, while misalignment between teaching practices and students' learning needs was reported by 51 respondents. Teachers hired without necessary qualifications or specialization in Araling Panlipunan" (6 respondents) and teachers lacking a strong background in Araling Panlipunan (5 respondents) were the least significant.

These challenges reaffirm the findings of Mendoza (2024), who emphasized the importance of aligning teacher qualifications with curricular demands. Administrators must prioritize targeted training programs to bridge these gaps, aligning with the study's goal of enhancing professional growth and teaching dynamics.

The challenges across political, economic, social, technological, legal, and educational factors provide actionable insights administrators into the barriers facing the Araling Panlipunan teachers. These challenges call for effective strategic interventions by from the school administration. The findings are consistent with existing literature, such as Mendoza (2024) and Adeogun (2001), which highlight the systemic support as critical in overcoming these barriers. Thus, by implementing

targeted initiatives, administrators can create an enabling environment in which teachers can excel in their educational work in Tabaco City Division.

Opportunities for Araling Panlipunan Teachers

While challenges in teaching Araling Panlipunan are significant, they also present opportunities for growth and improvement within the educational system. Identifying these opportunities is essential to understanding how teachers and administrators can leverage resources, strategies, and systemic support to enhance teaching dynamics and professional development. Opportunities, whether through professional training, technological advancements, or supportive policies, can empower teachers to overcome barriers and innovate in their instructional practices.

The following sections explore the opportunities available to Araling Panlipunan teachers in Tabaco City Division, focusing on their potential to address identified challenges and align with the study's objectives of promoting dynamic teaching and professional growth. These insights provide a roadmap for administrators and educators to create a supportive and progressive educational environment.

Political Factors

Opportunities along political factors were looked into this study.

Among the political factors, the most prominent opportunity identified was partnering with government agencies to promote civic education, with 70 out of 79 respondents recognizing this as a critical factor, ranking it as the top opportunity. This aligns with the studies of Potschulat et al. (2020), who emphasize the need for governmental support in enhancing civic education and the role it plays in nation-building. The second-highest opportunity, with 56 respondents, was increased government support for education, reinforcing the importance of political advocacy and investment in education. This finding mirrors the assertion by Calderon et al. (2019) that increased governmental involvement positively influences student engagement and motivation.

The opportunity to advocate for stronger education policies supporting Araling Panlipunan ranked third with 51 respondents. This reflects a critical need for policy reform and greater attention to the subject, which is consistent with Green and Harrington's (2020) claim that education systems need to be more responsive to societal demands. The importance of integrating critical thinking on governance and policy-making into the curriculum, ranked fifth, with 45 respondents supporting it, indicates a recognized gap in developing students' critical thinking skills, which could be a key opportunity for curriculum enhancement.

The political factors identified in this study highlight a strong recognition among teachers of the importance of governmental support for civic education and the role of Araling Panlipunan in national development. The high ranking of the partnership with government agencies and the need for increased government support for education indicates that teachers view political engagement as pivotal to the enhancement of their teaching practice and the overall quality of education. The relatively lower ranking of integrating critical thinking into governance and policy-making suggests that while this is seen as important, it may not be as urgent as the need for systemic support. This

suggests that future efforts should focus on strengthening advocacy for government support in Araling Panlipunan. Policymakers should be aware of the significant demand for enhanced governmental commitment to the subject. Additionally, integrating critical thinking and governance into the curriculum, though ranked lower, could be pursued through professional development and curriculum revision efforts.

Economic Factors

When considering economic factors, promoting cost-effective solutions for resource distribution and teaching materials emerged as the top opportunity, with 58 respondents recognizing its significance (Table 4.b). This aligns with Farajnezhad and Branch's (2022) view that resource constraints necessitate innovative, cost-effective strategies in education. The second-highest opportunity, identified by 57 respondents, was improving the quality of life for teachers, a key finding that supports the assertion made by Barron et al. (2020) that teacher well-being is directly linked to effective teaching. Offering training programs to increase teacher effectiveness, which ranked third with 51 respondents, is another significant economic opportunity. This finding mirrors Calderon et al.'s (2019) conclusion that continuous professional development is essential for improving teaching outcomes. Accessing external funding for educational innovations, while ranked fourth with 48 respondents, and leveraging private sector partnerships, which ranked fifth, with 31 respondents, further emphasize the importance of external support in overcoming economic limitations.

Economic factors underscore the teachers' recognition of the need for practical, cost-effective solutions to the ongoing challenges they face in resource allocation. The high ranking of improving teacher quality of life and the emphasis on teacher training suggests a priority on investing in human capital. The relatively lower ranking of leveraging private sector partnerships and accessing external funding reflects a more cautious or less optimistic view of these sources of support, which might indicate challenges in navigating such opportunities or lack of awareness of how to access them.

The high priority given to improving teachers' quality of life and offering training programs suggests that focusing on teacher support through salary increases, benefits, and professional development programs should be central to policy initiatives. Moreover, expanding partnerships with the private sector and seeking external funding for educational programs could be explored through targeted initiatives and training for school administrators to facilitate these opportunities.

Social Factors

Along social domain, enhancing community involvement in educational initiatives ranked first, with 61 respondents identifying it as a key opportunity (Table 4.i). This highlights the role of the community in supporting education and aligns with the findings of Lidar et al. (2020), who argue that an engaged community can significantly enrich students' learning experiences. Close behind was collaborating with NGOs to enrich social education programs, supported by 60 respondents. This aligns with Calderon et al. (2019) and their assertion that partnerships with non-governmental organizations can play a pivotal role in advancing educational initiatives. Promoting inclusive teaching strategies to address student diversity, which ranked third with 56 respondents, emphasizes

the need for educators to adapt teaching methods to diverse student needs. This aligns with studies by Sjolie et al. (2021), which stress the importance of addressing various learning styles and backgrounds. Collaboration with community organizations, ranked fourth, with 55 respondents, further strengthens the call for collaborative efforts in enhancing educational outcomes for Araling Panlipunan.

Social factors reveal the importance placed on community involvement, inclusivity, and external partnerships in shaping educational success. The high ranking of community and NGO collaborations underscores the importance of external support in fostering a well-rounded educational experience. The focus on inclusive teaching strategies further highlights the need for diversity-aware approaches in pedagogy.

Community engagement and inclusive teaching strategies should be prioritized in curriculum planning and professional development programs. Schools should aim to build strong partnerships with local organizations and NGOs to enrich educational opportunities. Furthermore, teacher training programs should place greater emphasis on inclusivity to ensure that teaching strategies effectively address the diverse needs of students.

Technological Factors

Technology has become an integral part of modern education, and its role in Araling Panlipunan instruction is evident. Expanding access to online resources for Araling Panlipunan topics was the top-ranked opportunity, with 61 respondents identifying it as crucial (Table 4.d). This finding resonates with Tang's (2023) research, which highlights the potential of online resources in enhancing the relevance and engagement of the curriculum. Incorporating online platforms to promote collaborative learning, ranked second with 56 respondents, further emphasizes the role of technology in fostering student interaction and engagement. Training teachers on technology use for both instructional and professional development ranked third with 55 respondents. This is consistent with the findings of Farajnezhad and Branch (2022), who argue that teacher training in technology is essential for integrating modern tools into teaching. Interactive digital tools, although ranked fourth with 18 respondents, and utilizing technology for continuous professional development, ranked fifth, with 15 respondents, point to the need for deeper integration of digital technologies, despite some reservations among educators.

The data suggests that technology is seen as a critical tool in enhancing the relevance and engagement of Araling Panlipunan instruction, especially through the use of online resources and collaborative platforms. However, the lower rankings for teacher technology training and the use of interactive digital tools indicate that there may be barriers to effective integration, such as limited access to technology or insufficient training.

There is a clear need for greater investment in teacher training to improve technological literacy and integration into the classroom. Moreover, expanding access to digital tools and resources should be a priority to ensure that Araling Panlipunan instruction is aligned with current trends in education. Professional development programs should be tailored to build teachers' capacity in using technology to enhance both teaching and learning.

Legal Factors

In the legal domain, the opportunity to ensure the curriculum aligns with new laws promoting historical and cultural education was ranked first by 61 respondent. This highlights the importance of legal frameworks in shaping educational content, and it aligns with Lidar et al. (2020), who suggest that curriculum alignment with legal mandates is key to success. Promoting legal literacy among students, which ranked second with 60 respondents, emphasizes the critical role of legal education in developing informed citizenship. The opportunity to implement teachers' and students' rights and protections, ranked third with 48 respondents, points to the necessity of safeguarding the welfare of all stakeholders within the educational system. Streamlining administrative processes to comply with legal requirements, ranked fourth, and advocating for policy revisions, ranked fifth, both reflect a need for systemic change to support educational reforms.

The legal factors point to a strong recognition of the need for curriculum alignment with legal mandates and the promotion of legal literacy. The relatively lower ranking of streamlining administrative processes and advocating for policy revisions indicates that while these are seen as important, they may not be as immediate or pressing as other factors.

Curriculum updates to reflect legal requirements should be prioritized, and schools should invest in promoting legal literacy among students. Moreover, efforts to streamline administrative processes and advocate for policy reforms should be part of long-term strategies for improving educational effectiveness.

Educational Factor

Educational factors directly related to teaching and learning dynamics play a vital role in shaping effective classroom environments.

The top-ranked opportunity was incorporating modern pedagogical strategies such as student-centered learning and inquiry-based teaching, with 58 respondents highlighting its importance. This finding is in line with research by Barron et al. (2020), which suggests that modern pedagogies significantly enhance student engagement and learning outcomes. Creating opportunities for ongoing professional development, ranked second with 45 respondents, supports the continuous growth of teachers, while facilitating ongoing teacher training programs on dynamic teaching methods, ranked third with 38 respondents, points to the importance of up-to-date pedagogical practices. Establishing mentorship programs, ranked fourth, and developing localized curriculum materials, ranked fifth, both reflect efforts to enhance the quality of education within the specific context of Araling Panlipunan instruction.

Educational factors underscore the need for modernization and professional development in teaching practices. The high ranking of student-centered learning and inquiry-based teaching suggests that these strategies are viewed as central to improving student engagement and outcomes. The emphasis on ongoing professional development highlights a desire to continuously refine teaching practices.

Schools should prioritize professional development programs focusing on modern pedagogical strategies. Mentorship programs and localized curriculum development should be considered as part of a comprehensive approach to improving the teaching and learning experience in Araling Panlipunan.

8.0 CONCLUSIONS

Based on the findings and results of the study, the following conclusions were drawn:

1. Teachers in Tabaco City Division demonstrate varied experience and specialization levels having a direct educational background in Social Studies. However, some of teachers face challenges due to out-of-field assignments, highlighting a gap in subject-specific expertise.
2. School administrators are perceived as effective motivators, evaluators, innovators, mentors, and implementers, contributing positively to teacher professional development and instructional improvements. However, gaps in timely feedback and recognition systems were noted
3. The study found no statistically significant relationship between teachers' years of experience or specialization and the effectiveness of administrator roles, suggesting that institutional factors play a more critical role than demographic variables.
4. Araling Panlipunan teachers encounter considerable challenges, including political interference, limited financial resources, technological gaps, social sensitivities, and legal constraints, all of which impact teaching dynamics and professional growth. However, opportunities exist to address these issues through policy reforms, enhanced administrative support, and targeted professional development programs that empower teachers to navigate these challenges effectively.
5. There is significant potential for leveraging partnerships with government agencies, NGOs, and private sector support, as well as implementing inclusive pedagogies and modern technological tools to overcome challenges and improve educational outcomes.

9.0 RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations were endorsed:

1. Conduct specialized training and mentorship programs focusing on innovative teaching strategies, classroom management, and digital tool integration, tailored to the specific experience levels and needs of Araling Panlipunan teachers.
2. Establish structured, timely feedback systems that allow teachers to receive actionable insights on their performance and foster open communication between administrators and teaching staff.
3. Increase investments in technological infrastructure, updated instructional materials, and financial support to address resource gaps and support effective teaching practices.
4. Advocate for policies that reduce political interference, enhance curricular flexibility, and develop collaborations with government, community organizations, and NGOs to provide holistic educational support.

5. Develop a curriculum that reflect community and local and global contexts, incorporating critical thinking and inclusive teaching strategies to address the diverse needs of students while promoting engagement and relevance.

Action Plan to Enhance the Professional Growth and Teaching Dynamics of Araling Panlipunan Teachers in Tabaco City Division

This action plan is a strategic response to the challenges and opportunities identified in the study on the roles of school administrators in promoting the teaching dynamics of Araling Panlipunan (AP) teachers in Tabaco City Division. Key issues include limited professional development, gaps in feedback mechanisms, insufficient teaching resources, and weak community engagement.

While administrators serve as motivators, evaluators, innovators, mentors, and implementers, improvements are needed in structured feedback, targeted training, and resource support. Strengthening partnerships with LGUs, NGOs, and community stakeholders is also essential for enriching educational experiences.

This plan focuses on five key areas: teacher training, feedback enhancement, resource allocation, stakeholder engagement, and curriculum improvement. It outlines structured initiatives such as workshops, resource upgrades, collaborative projects, and curriculum localization to create a dynamic, inclusive teaching environment. Table 4 presents the detailed action plan to support the professional growth and teaching effectiveness of AP teachers.

ACTION PLAN DETAILS						
AREAS OF CONCERN	OBJECTIVES	RESOURCES	PERSON(S) INVOLVED	TIMELINE	BUDGET	EXPECTED OUTCOMES
Teacher Training and Professional Development	Provide continuous professional growth opportunities for Araling Panlipunan teachers.	Training modules, digital tools, expert trainers	School administrators, trainers, teachers	Quarterly	PHP s100,000	Improved teacher competency and adoption of modern teaching techniques
Feedback Mechanism Improvement	Ensure timely and actionable performance feedback for teachers.	Peer review tools, coaching framework	Administrators, mentors, teachers	Monthly	PHP 50,000	Increased teacher satisfaction and performance improvement
Resource Allocation and Technology Integration	Address gaps in teaching materials and technological resources.	Digital resources, instructional materials	Administrators, IT department	Semi-annual	PHP 150,000	Enhanced teaching resources and improved technological adoption
Community and Stakeholder Engagement	Develop community support and involvement in Araling Panlipunan education.	Partnership agreements, outreach programs	Administrators, NGOs, LGUs	Continuous	PHP 80,000	Stronger community ties and enriched educational experiences
Curriculum Development	Ensure curriculum relevance to both national and community contexts.	Localized learning materials	Curriculum developers, teachers	Annual	PHP 120,000	More engaging, locally relevant curriculum content

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Author Profile



Ryan Burce Mendina is a graduate of the Bachelor of Science in business administration major in human resource development management, from the class of 2015 at San Jose community college. He has experience as a college instructor, where he taught business and management-related subjects at different colleges in Albay, Philippines. He also served as the human resource officer at Tanchuling College incorporated. Mr. Mendina is a licensed professional teacher and has passed the career service examination- professional level. Currently, he holds the position of teacher iii at tabaco national high school, under the tabaco city division of the department of education.