

**Understanding the challenges in teaching social studies
towards intensive faculty training development**

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ABSTRACT

This study explored the instructional challenges faced by Social Science teachers in Legislative District 3 of the Schools Division of Isabela as a basis for developing an intensive faculty training program. Using a mixed-method approach, it examined teachers' profiles and identified challenges in pedagogy, instructional delivery, materials development, and assessment. Results showed that respondents were mostly young to middle-aged, female, married, and experienced in teaching. They encountered moderate to high challenges in all areas, with instructional materials development as the most pressing concern. Other difficulties included differentiated instruction, learner engagement, technology use, classroom diversity, and assessment design, often influenced by heavy workloads, limited resources, and time constraints. Despite these challenges, teachers remained committed and adaptable in their practice. Based on the findings, the A.I.M.S.S. (Advancing Instructional Methods in Social Science) training program was developed to strengthen their instructional competencies. The study concludes that continuous professional development and stronger institutional support are essential in improving teaching quality, and it is recommended that the proposed program be implemented and evaluated to enhance instruction and student learning outcomes.

Keywords: Instructional challenges, pedagogy, delivery of instruction, development of instructional materials, assessment of learning, intensive faculty training development.

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INTRODUCTION

The field of social science education encompasses a variety of perspectives and disciplinary concepts such as history, geography, economics that are complex and globally diverse (Castro & Knowles, 2015). The pivotal role of social science education is vital in nurturing a socially responsible individual across interdisciplinary approaches which are essential in developing knowledge and critical thinking skills (Omosehin & Odumosu, 2023).

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The International Social Science Council (ISSC), an international organization under the auspices of UNESCO, aims in advancing the quality, novelty and utility of social sciences including research across national and regional boundaries to understand its impact on society and to broaden interdisciplinary collaboration among the social sciences, humanities and other sciences to improve the quality of people's lives and promote social science literate citizens. Moreover, Barton (2023), emphasized that Social Science is one of the primary subjects in elementary and secondary across national settings. This considered as an umbrella of subjects such as history, human geography, economics, and government. Other subjects incorporated are psychology, sociology, anthropology, and contemporary social issues with varying levels of integration across subjects.

In the Philippines, specifically in the Department of Education, social sciences are core subjects among the junior and senior high school curriculum. According to DepEd Order No. 31, s. 2012 or the K to 12 Basic Education Curriculum, Araling Panlipunan subjects are part of the required core learning areas which aim to develop students' understanding and awareness of the history, culture, society, economics, and governance and these are fundamental part of the general education curriculum regardless of their track or strand (deped.gov.ph).

Despite its importance, teachers faced instructional challenges and students shown least interest in the subject lead to low achievement and poor learning outcome. This lack of engagement is often attributed to instructional challenges which include pedagogy, delivery of instruction, development of materials, and assessment. Mabborang et al. (2023) explored the instructional and assessment challenges experienced by social science teachers in Cordillera Administrative Region (CAR) and revealed that majority of the teachers were novice with five years or less teaching experience. Instructional challenges were delivery of content and the use of technology which suggest for learning management system (LMS) improvement.

Also, assessment challenges in terms of preparation and criteria identification were also found which influence teachers' capacity to analyze the authenticity of assessment results and decision on the final grade. Age was found to be correlated with difficulty in time management which suggest for training opportunities for effectively deliver quality instruction and assessment. Also, Agtarap et al. (2024) highlighted the challenges of teachers in delivering and integrating authentic assessments while Baldos et al. (2025) emphasized the instructional challenges such as lack of discussion time, technical difficulties, and internet connectivity problems.

These reveal a persistent instructional challenge faced by Social Science teachers in pedagogy, delivery of instruction, development of instructional materials and assessment of learning in the Philippine context. Despite the existing curriculum reforms there still challenges due to the increasing classroom demands and limited access to targeted professional development opportunities identified at regional or national levels which suggest a need for a more focus study on a specific scope or locale to further understand the instructional challenges in Social Science while considering teachers' profile variables as bases for intervention such as an intensive faculty training development. This proposed program aims to directly respond identified needs of teachers on professional growth and in improving the quality of Social Science instruction and student learning outcomes.

The cited literature and studies have proven the primary role of teachers as facilitators of learning and the critical struggles they faced in delivering instruction. However, there remains limited studies of a mixed method (qualitative and quantitative) explorations conducted that is Social Science specific within a local setting. This study is aligned to the United Nations Sustainable Development Goal 4 which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (globalgoals.org). By exploring the instructional challenges faced by Social Science teachers in Legislative District 3 of the Schools Division of Isabela, this study aims to provide valuable contributes in

improving the quality education and continuous professional growth of teachers through the proposed intensive faculty training program that will be focus on identified challenges addressing issues in pedagogy, instructional delivery, material development, and assessment in Social Science instruction. This study may contribute to the Sustainable Development Goals in advancing education and fostering a more competent and empowered teachers for overall educational excellence.

Statement of the problem

Generally, this study aims to explore the instructional challenges in teaching Social Science Education in Legislative District 3 in Schools Division of Isabela.

Specifically, it seeks to answer the following questions:

1. What is the profile of Social Science teachers in terms of age, sex, civil status, and number of years teaching Social Science subject?
2. What instructional challenges do Social Science teachers encounter in terms of pedagogy, delivery of instruction, development of instructional materials, and assessment of learning?
3. Based on the findings, what intensive faculty training development can be designed for Social Science teachers?

METHODOLOGY

This chapter presents the methodology employed in exploring the instructional challenges in teaching Social Science in Legislative District 3 in the Schools Division of Isabela. The discussion encompasses the research design, locale of the study, participants of the study, research instrument, data gathering procedure, data analysis, and ethical considerations, all of which are presented as a unified and logically sequenced methodological framework that guided the conduct of the study.

The study employed an explanatory sequential research design to explore the instructional challenges in teaching Social Science in Legislative District 3 in the Schools Division of Isabela. This design is one of the most commonly used mixed methods methodologies, utilizing a two-phase structure in which quantitative data is collected and analyzed first, followed by the collection and analysis of qualitative data based on the quantitative results. Within this framework, the study described the profile of Social Science teachers in terms of age, sex, civil status, and number of years teaching Social Science subject, as well as the instructional challenges they encountered in terms of pedagogy, delivery of instruction, development of materials, and assessment. The explanatory sequential design draws upon a variety of data collection methods, including surveys, interviews, in-depth interviews, focus group discussions, and observation. The qualitative component is not concerned with statistical evaluations and measurements, but rather with the comprehension and interpretation of empirical facts, while the quantitative component involves strategies for collecting and analyzing numerical data useful for identifying trends and averages, making forecasts, and examining causal relationships, often providing answers to the "what" inquiry (Toyon, 2021). This design is appropriate for the present study because it seeks to understand the subjective experiences of Social Science teachers regarding instructional challenges within a particular phenomenon, with the aim of gaining insights that inform the design of an intensive training program leading to positive changes in educational practices.

The study was conducted in identified secondary schools in Legislative District 3 in the Schools Division of Isabela, specifically in the municipalities of Alicia, Angadanan, Cabatuan, Ramon, and San Mateo. These public secondary schools offer both junior high school and senior high school programs for the school year 2025 to 2026. Legislative District 3 of Isabela, comprising these five municipalities, serves as an ideal locale for exploring the instructional challenges faced by teachers, as it reflects the broader realities experienced by public school teachers in the Philippines.

The participants of the study were drawn from 12 secondary schools, both public and private or integrated, identified as the locale of the study, among which 70 teachers are assigned to Social Science or Araling Panlipunan subjects. The distribution of Social Science teachers varies across schools, reflecting differences in student population, school size, and available resources. The participants were Social Science teachers from these 12 secondary schools who teach Social Science or Araling Panlipunan subjects across different grade levels from Grade 7 to Grade 12 for the school year 2025 to 2026. The sample size was computed using a 95% confidence level and a 5% margin of error utilizing the Cochran's Sample Size Calculator, which yielded a computed sample size of 59 respondents. The distribution of the sample across districts was as follows: Alicia contributed 16 respondents from a total of 19 Araling Panlipunan teachers; Angadanan contributed 10 respondents from 12 teachers; Cabatuan contributed 10 respondents from 12 teachers; Ramon contributed 13 respondents from 15 teachers; and San Mateo contributed 10 respondents from 12 teachers, resulting in a total sample of 59 respondents drawn from a population of 70 teachers.

The study employed a purposive convenience sampling technique in selecting the participants, who volunteered and were available to take part in the conduct of the study. This technique represents a combination of non-probability sampling approaches applicable to qualitative studies; wherein purposive sampling focuses on obtaining a comprehensive understanding of the phenomenon while convenience sampling places emphasis on the generalizability of findings to the population. When combined, these techniques form a standard sampling approach that embodies both accessibility and the opportunity for voluntary participation (Etikan, 2016). The inclusion criteria required that participants be teachers currently teaching Social Science or Araling Panlipunan from Grade 7 to Grade 12 during the school year 2025 to 2026, that they be willing to participate, and that they consent to the collection of their profile information in terms of age, year level taught, and years of teaching experience. Teachers with a major specialization other than Social Science, teachers who were on leave, or those from other legislative districts or schools divisions were excluded from the study.

The study utilized an adapted survey questionnaire and a structured interview guide as its research instruments. The survey questionnaire consisted of two parts: the first focused on the profile of Social Science teachers in terms of age, sex, civil status, and number of years teaching Social Science subject, while the second focused on the instructional challenges Social Science teachers encounter in terms of pedagogy, delivery of instruction, development of instructional materials, and assessment of learning. The second part of the survey questionnaire was adapted from Ampang (2023) for instructional challenges in terms of pedagogy, from Mabborang et al. (2023) for instructional challenges in terms of delivery of instruction and assessment, and from Onyia (2013) for instructional challenges related to the development of materials. The survey questionnaire underwent content validation to ensure the validity of the research instrument. The researcher also employed a structured interview guide for gathering qualitative data aligned with the research questions to ensure that the objectives of the study were attained. A structured interview is a method recommended for qualitative studies in which the ordering of questions is consistent across all interviewees following a specific protocol, which helps minimize biases, adhere to required timeframes, and produce results that can be

coded and analyzed more readily (Taherdoost, 2022). To ensure the validity of the structured interview guide, content validation was conducted by research experts in Social Science education and qualitative research. The questions were refined for clarity, coherence, and consistency based on the recommendations of the content validators. The researcher also ensured that all respondents interpreted the questions similarly by providing clear and understandable questions along with appropriate probing questions. Content validity, as one of the conditions for construct and criterion validities, critically assesses the developed instrument adaptation by measuring how the questions are constructed and how relevant they are to the aspects measured in the study (Roebianto et al., 2023).

The researcher followed a specific data gathering procedure in the conduct of the study. Initially, a formal letter was prepared to seek permission and approval from the Schools Division Superintendent of the Schools Division Office of Isabela. Upon approval, the letter was forwarded to the school heads of the different secondary schools in Legislative District 3 to serve as a reference and basis for the conduct of the study. The researcher then conducted an orientation among Social Science teachers to explain the objectives of the study and to identify willing and volunteer participants, who were subsequently asked to sign an informed consent form. The schedule of interviews was arranged according to the participants' most convenient time, observing the non-disruption of classes as mandated by the Department of Education. The survey and structured interview were conducted through a face-to-face approach, with each session consuming approximately sixty minutes to one hour. Audio recordings were prepared with the permission of the participants to ensure the accuracy of the data gathering process. The gathered data were immediately analyzed and transcribed verbatim with the assistance of a qualitative expert researcher and a statistician, and the transcripts or summaries were reviewed by the participants for confirmation.

To analyze the gathered quantitative data, descriptive statistical tools were employed, specifically frequency and percentage to describe the profile of Social Science teachers in terms of age, sex, civil status, and number of years of teaching Social Science subject, as well as mean and standard deviation to describe the instructional challenges Social Science teachers encounter in terms of pedagogy, delivery of instruction, development of instructional materials, and assessment of learning. For the qualitative data gathered through the structured interviews, thematic analysis was employed. The transcripts from the gathered data were coded to identify patterns and themes regarding the instructional challenges of Social Science teachers in terms of pedagogy, delivery of instruction, development of instructional materials, and assessment of learning, with the ultimate aim of designing an intensive faculty training program. As defined by Ahmed et al. (2025), thematic analysis is one of the most widely utilized methods for analyzing qualitative data, involving the identification, analysis, and interpretation of patterns of meaning within datasets through a process of familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and writing the report.

The researcher adhered to the ethical standards governing the conduct of research throughout the study. Informed consent was obtained following an orientation in which the researcher explained the purpose, objectives, and possible output of the study to the Social Science teachers, and the signed informed consent indicated the participants' voluntary willingness to take part in the structured interviews. The researcher upheld the principle of voluntary participation by informing participants that they may decline or withdraw from the study at any point without penalty or consequence. Confidentiality and anonymity were ensured by treating all information provided by participants with utmost confidentiality, whereby personal identities were not disclosed and codes or pseudonyms were used in their

place. The principle of non-maleficence was observed by ensuring that no harm in any form would come to the participants and that interview questions were asked in a respectful manner focusing solely on the instructional challenges of Social Science teachers. All gathered data, including audio recordings, transcripts, and documents provided by the participants and the schools, were securely stored and accessible only to the researcher, with provisions for their destruction upon completion of the study. The researcher observed proper decorum and respected the time and insights provided by the participants, and findings were reported accurately with utmost honesty and without manipulation or misrepresentation of data. No token or remuneration was given to the participants to ensure the avoidance of bias in the study findings. The study adhered to the ethical guidelines set by the Department of Education and Isabela State University in conducting academic research, and was reviewed by the Institutional Review Board of the University prior to data collection to ensure that all ethical standards were followed.

Finally, this research paper utilized artificial intelligence tools to enhance grammar, sentence structure, and overall clarity of the manuscript. The use of artificial intelligence was strictly limited to language editing and refinement for the purposes of improving readability and coherence of the text, and did not involve the generation of research data, alteration of findings, or interpretation of results. All concepts, analyses, and conclusions presented in this study remain solely the work of the researcher, ensuring the integrity and originality of the research process.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from 59 Social Science teachers serving in Legislative District 3 of the Schools Division of Isabela for the School Year 2025–2026. The study employed a mixed-methods research design, integrating quantitative survey data collected through a structured questionnaire with qualitative data obtained through open-ended participant responses. Descriptive statistics, specifically frequency counts, percentage distributions, and weighted means with corresponding descriptive equivalents, were used to analyze the quantitative data, while thematic analysis was applied to the qualitative responses to identify recurring patterns and major themes. The results are interpreted in direct relation to the objectives of the study, which sought to determine the profile of the respondents, identify the instructional challenges they encounter across four key domains, and propose a faculty development program responsive to those challenges. All discussions are grounded strictly in the data gathered from the respondents.

Profile of the respondents

The demographic profile of the Social Science teacher-respondents was examined according to age, sex, civil status, and years of teaching experience. With respect to age, the largest proportion of respondents belonged to the 26–35 years old bracket, comprising 27 individuals or 45.80% of the total sample, reflecting an early-to-mid-career concentration within the workforce. Seventeen respondents, representing 28.80%, were 25 years old and below, while the smallest age cohort was the 36–45 years old group, accounting for 15 respondents or 25.40%. This distribution indicated that the Social Science teaching force in Legislative District 3 was generally young while still retaining a proportion of more seasoned practitioners, suggesting a workforce that balances emerging energy with accumulated instructional experience. This finding is consistent with Schleicher (2025), who emphasized that younger teachers tend to encounter more pronounced instructional challenges, as they are

disproportionately assigned to classrooms characterized by higher levels of student learning difficulty relative to their more experienced counterparts.

In terms of sex, the data reflected a decisive predominance of female respondents, with 43 individuals comprising 72.90% of the sample, compared to 16 male respondents who accounted for 27.10%. This distribution mirrors the widely documented gender pattern in the teaching profession, wherein women constitute the substantial majority of classroom educators. Pablo et al. (2025) corroborated this observation, noting that a notable gender imbalance characterizes the teaching profession, with female teachers far outnumbering their male counterparts, indicative of the strong and enduring presence of women in educational practice.

Regarding civil status, a majority of the respondents were married, totaling 34 individuals or 57.60%, while the remaining 25 respondents, representing 42.40%, identified as single. This finding suggested that a significant portion of the teaching workforce was simultaneously managing professional responsibilities alongside domestic and family obligations, a dynamic that may bear implications for workload management, availability for school-related commitments, and the depth of instructional planning. Pablo et al. (2025) underscored this point, noting that married teachers are more likely to experience tensions in work-life balance as they navigate family responsibilities concurrently with professional duties, and that they demonstrate discernible differences in areas such as timeliness, teamwork, self-efficacy, emotional stability, and a sense of professional responsibility when compared to their unmarried colleagues.

With respect to years of teaching experience, the largest segment of respondents reported 10 years and above, comprising 19 individuals or 32.20%, followed by those with 6–10 years of experience, accounting for 18 respondents or 30.50%. Both the less than one year and the 1–5 years brackets were equally represented, each with 11 respondents constituting 18.60% of the sample. This distribution indicated that the majority of respondents were moderately to highly experienced educators, suggesting that the study benefited from the perspectives of teachers who possessed substantial and direct exposure to classroom realities and instructional complexities. Ramos (2025) noted that even teachers recognized for their competence continue to encounter challenges that impede student engagement and academic performance. Taken collectively, this demographic profile depicts a dynamic and experienced workforce capable of yielding meaningful insights into instructional practice. As Dea and Negassa (2019) emphasized, teachers' demographic characteristics exert a discernible influence on their instructional decisions and their capacity to adapt teaching strategies, develop relevant materials, and identify the evolving needs of their learners.

Instructional challenges of Social Science teachers in terms of pedagogy

The instructional challenges experienced by Social Science teachers in the domain of pedagogy were assessed across 15 indicators, yielding a categorical mean of 2.88, interpreted as Agree. This result indicated that the respondents generally acknowledged encountering notable and recurring pedagogical difficulties in their teaching practice. While teachers demonstrated the capacity to fulfill their instructional responsibilities, they consistently faced obstacles in implementing the learner-centered, interactive, and contextually responsive pedagogical strategies that are considered foundational to effective Social Science instruction. This finding aligned with De Loreto et al. (2019), who established that the instructional effectiveness of Social Science teachers is frequently undermined by gaps in pedagogical content knowledge and the misalignment of teaching strategies with the learning needs of diverse students.

Among all the individual indicators, the challenge of introducing concept maps or mind maps to help learners structure their understanding received the highest mean score of 3.15, remaining within the Agree range and signaling that teachers found the use of visual and organizational frameworks for concept development to be particularly demanding. Closely related concerns included difficulty in designing differentiated instruction for diverse learners, which obtained a mean of 3.07, and challenges in activating learners' prior knowledge before introducing new content, which registered a mean of 3.02. These findings are consistent with the work of Yaw (2024) and Bhatnagar (2018), who identified limited instructional materials and inadequate visual aids as factors that negatively affect learner comprehension and engagement. Bordoh et al. (2018) further emphasized that teacher resourcefulness in developing and utilizing instructional materials is essential to deepening understanding in Social Science, while Ramos (2025) observed that even pedagogically competent teachers face persistent challenges in addressing learner diversity and sustaining engagement when content is abstract and student needs are varied. Danganan (2024) similarly affirmed that learner diversity necessitates continuous pedagogical innovation and professional training to ensure instruction remains inclusive and responsive.

Additional areas of difficulty included organizing collaborative and peer learning activities, which received a mean of 3.00, as well as designing learning experiences aligned with students' real-life situations and genuine interests, which was rated at 2.95. Encouraging classroom dialogue and recitation registered a mean of 2.93, while helping learners formulate inquiry questions, processing activities within limited class time, and supporting students as they construct ideas and concepts across a lesson each obtained a mean of 2.92. Yáñez de Aldecoa and Gómez-Trigueros (2022) noted that while challenge-based and interactive learning modalities improve critical thinking and collaborative skills, their effective implementation depends heavily on strong pedagogical preparation and appropriate instructional conditions, reinforcing the complexity that teachers described in relation to facilitating active and inquiry-driven learning.

Although all 15 indicators fell within the Agree range, the relatively lower means were recorded for preparing engaging visual and multimedia resources, at 2.63, permitting learners to predict and justify outcomes of events or phenomena, at 2.68, encouraging open-minded questioning among learners during discussions, at 2.69, and seeking elaboration from students' initial responses to deepen understanding, at 2.71. While these areas were perceived as comparatively less challenging, they nonetheless represent significant pedagogical concerns, particularly because they are central to developing higher-order thinking, critical inquiry, and reflective learning. Baldos et al. (2025) and Kapadia (2023) noted that although digital tools and multimedia resources have demonstrated effectiveness in enhancing learning engagement, their practical utility is frequently curtailed by resource availability, technical constraints, and varying degrees of teacher preparedness.

The qualitative findings offered substantive elaboration and corroboration of these quantitative results. Through thematic analysis, three major themes emerged: sustaining student engagement and participation, addressing diverse learning needs through instructional strategies, and simplifying complex concepts for deeper understanding. Regarding the first theme, teachers consistently reported difficulty in maintaining learners' attention spans and motivation, with passive learner behavior and low participation persisting even when lessons were intentionally designed to be interactive. Representative responses included statements such as "I struggle with student attention span" (T1), "Students lose interest quickly" (T2, T5, T29), "Students become inactive during lecture" (T12, T20), and "Students rarely participate fully" (T41, T57). These accounts suggested that learner engagement is not solely a function of instructional design but is also shaped by learner attitudes, disposition, and broader classroom dynamics, a finding that resonates with Ramos (2025), who observed that effective

social science instruction may still yield limited engagement when learner-related factors and abstract content interact unfavorably.

With respect to addressing diverse learning needs, participants repeatedly identified traditional lecture-based and memorization-centered methods as ineffective in fostering meaningful understanding, with responses such as "Pure lecture does not work" (T1, T20), "Rote learning does not work" (T6, T30, T39, T45), and "Students forget lessons quickly" (T11, T47, T59) appearing across multiple participants. Teachers acknowledged making adaptive efforts by employing differentiated and activity-based strategies, as reflected in statements such as "I use varied teaching strategies" (T8, T25) and "I simplify lessons and guide discussions" (T30, T56), although these efforts did not consistently bridge learning gaps across the full range of student abilities. This aligns with De Loreto et al. (2019) and Yaw (2024), both of whom identified the misalignment of instructional strategies with diverse learner needs as a persistent barrier rooted in limited pedagogical content knowledge and insufficient instructional resources.

Concerning the simplification of complex concepts, teachers articulated difficulties in rendering abstract Social Science topics accessible, noting that students often struggled with retention and comprehension unless lessons were meaningfully anchored in real-life contexts. Responses such as "I face difficulty explaining complex topics" (T22, T34), "Students fail to understand deeply" (T14, T45, T56), and "Students engage more when lessons are connected to real-life situations" (T1, T41, T54) revealed a clear and recurring instructional reality. Bhatnagar (2018) supported this finding, emphasizing that conceptual difficulty and teachers' challenges in simplifying content create gaps in student understanding that are especially pronounced in Social Science subjects characterized by abstraction and interdisciplinary breadth.

Taken together, the quantitative and qualitative findings converged to establish that the pedagogical challenges experienced by Social Science teachers were not merely technical in nature but were deeply embedded in classroom dynamics, learner behavior, and instructional complexity. The difficulty with differentiated instruction, concept mapping, prior knowledge activation, and the facilitation of higher-order thinking reflected in the quantitative data was substantiated by qualitative accounts describing student passivity, low responsiveness, and the inadequacy of conventional instructional approaches in meeting diverse learner needs. Siregar et al. (2026) affirmed that as pedagogical constraints intensify, instructional effectiveness diminishes in the absence of adequate institutional support, underscoring the imperative for systemic reform, sustained professional development, and contextualized pedagogical training that prioritizes differentiated, inquiry-based, and real-world-connected instructional practice.

Instructional challenges of Social Science teachers in terms of delivery of instruction

The instructional challenges experienced by Social Science teachers in the domain of delivery of instruction were assessed across 15 indicators, producing a categorical mean of 2.93, interpreted as Agree. This indicated that respondents acknowledged experiencing a moderate but consistent level of difficulty across various dimensions of instructional delivery, encompassing the use of classroom technology, preparation of instructional tools, professional development, classroom management, learner diversity, and resource availability. This finding aligned with Ramos (2025), who reported that Social Science teachers, despite demonstrating instructional competence, continued to encounter challenges in sustaining learner engagement and promoting understanding of abstract concepts, signaling persistent difficulties in the execution of effective instructional delivery.

The highest-rated individual indicator was the difficulty in completing and preparing instructional tools and materials due to limitations in knowledge and skills, which obtained a mean of 3.19 and a descriptive equivalent of Agree. This result implied that the most prominent delivery-related challenge was anchored in material preparation, pointing to gaps in both the pedagogical and technical competencies required to design effective teaching resources. Yaw (2024) identified inadequate instructional materials and weak teaching strategies as major barriers to effective instruction, while Bhatnagar (2018) emphasized that limited teacher capability in developing instructional resources produces gaps in student understanding and engagement. De Loreto et al. (2019) similarly found that many Social Science teachers struggle with pedagogical content knowledge and material preparation, reinforcing the salience of this challenge. Maintaining students' attention during lessons registered a mean of 3.08, and using classroom technology such as projectors and audio equipment obtained a mean of 3.02, as did attending to a diverse group of learners in the classroom, both highlighting difficulties in sustaining learner engagement and integrating modern instructional tools. Danganan (2024) found that Social Science educators face compounding challenges from learner diversity and limited technology access, while Baldos et al. (2025) noted that despite the demonstrated benefits of digital tools, their effective use is frequently constrained by technical limitations and inconsistent teacher readiness. Kapadia (2023) and Akmad and Abatayo (2024) further emphasized that poor internet connectivity and weak technological infrastructure reduce the effectiveness of digitally integrated instructional strategies.

On the lower end of the spectrum, managing time to attend professional development activities received the lowest mean of 2.63, followed by motivating students to actively participate in class discussions and activities at 2.66, and integrating various instructional materials to make lessons meaningful at 2.78. Although these concerns were rated comparatively lower than other indicators, they remained within the Agree range and therefore still constituted recognized instructional challenges. Bullo et al. (2021) underscored that teacher workload and limited time represent significant barriers to continuous professional growth, while Aribbay et al. (2025) stressed that insufficient professional development opportunities adversely affect both instructional delivery and classroom management. Yaw (2024) additionally noted that limited instructional strategies and insufficient resources affect student engagement and participation, and Bordoh et al. (2018) emphasized that teacher resourcefulness in integrating instructional materials is essential to enhancing learner engagement and comprehension.

The qualitative phase of the investigation revealed four major themes that illuminated and extended the quantitative findings: sustaining learner engagement during instructional delivery, managing differentiated instruction in classroom delivery, contextual and structural constraints in instructional delivery, and the ineffectiveness of traditional instructional delivery methods. With respect to sustaining engagement, teachers consistently described lecture-heavy instruction as a primary driver of student disengagement, reduced participation, and shortened attention spans. Responses such as "Lecture-only strategy is ineffective" (T3, T12, T23, T34), "Non-interactive lessons contribute to loss of focus" (T25, T30, T51), and "Absence of interaction reduces interest" (T30, T50, T59) recurred across multiple participants. These accounts are consistent with Ramos (2025), who found that traditional lecture-based approaches frequently fail to maintain student engagement and limit comprehension of abstract Social Science content. Yáñez de Aldecoa and Gómez-Trigueros (2022) further confirmed that interactive, collaborative, and context-based instructional approaches produce meaningfully stronger learner engagement, while Bidyapati (2023) stressed that learner-centered instruction is essential in fostering active participation and critical thinking in Social Science education.

In relation to managing differentiated instruction, teachers acknowledged both the benefits and the burdens associated with differentiation. While participants recognized that

adapting instruction based on learner ability improved responsiveness, they also consistently identified the increased workload, additional preparation time, and heightened instructional complexity that accompanied these adjustments, as reflected in responses such as "Differentiation increases workload" (T3, T20, T29, T52), "It requires more preparation time" (T1, T11, T27, T35), and "I adjust instruction based on learner ability" (T2, T9, T41, T57). De Loreto et al. (2019) reported that teachers often struggle to align instructional strategies with diverse learner needs due to limited pedagogical content knowledge and insufficient institutional support, while Danganan (2024) found that addressing learner diversity remains a persistent challenge requiring ongoing professional development. Aribbay et al. (2025) further affirmed that inadequate training limits teachers' capacity to implement differentiated instruction effectively.

Regarding structural and contextual constraints, teachers identified time limitations, heavy workloads, large class sizes, and insufficient instructional resources including ICT tools as factors that compounded and intensified existing delivery challenges. Statements such as "Time constraints make teaching difficult" (T1, T4, T12, T20, T53), "Large class size makes teaching difficult" (T5, T9, T22, T42, T56), and "Lack of materials and ICT tools make teaching difficult" (T6, T13, T23, T34, T47, T57) indicated that instructional delivery challenges were not exclusively pedagogical in origin but were also deeply institutional. Yaw (2024) and Bhatnagar (2018) identified the absence of textbooks, instructional materials, and teaching resources as foundational barriers, while Kapadia (2023) and Akmad and Abatayo (2024) emphasized that weak ICT infrastructure further undermines technology-integrated instruction. Angeles and Rabago (2025) similarly found that curriculum implementation challenges are compounded by inadequate training and misaligned instructional materials.

The ineffectiveness of traditional instructional delivery methods emerged as a persistent concern, with teachers describing purely theoretical and lecture-centered instruction as insufficient for promoting understanding and engagement. Responses such as "Purely theoretical lessons reduce engagement" (T16, T41, T48) and "Lessons without application lead to low interest" (T21, T36, T45) reflected a consistent preference among teachers for more interactive, varied, and application-oriented approaches. Ramos (2025) and Jakubowski (2023) both found that overly abstract, teacher-centered instruction limits comprehension and critical engagement, while Dizon (2022) emphasized that traditional approaches often fail to effectively integrate civic-oriented learning outcomes. In contrast, participants emphasized that the incorporation of group work, ICT-based tools, and interactive activities produced more favorable learning outcomes, consistent with Yáñez de Aldecoa and Gómez-Trigueros (2022), who found that technology-supported and interactive instruction enhances collaboration and critical thinking.

The integration of quantitative and qualitative findings in this domain affirmed that instructional delivery challenges among Social Science teachers were simultaneously pedagogical and structural in character. The quantitative data identified the specific areas of difficulty with precision, while the qualitative accounts explained the mechanisms underlying those difficulties, including student disengagement during lecture-heavy sessions, the demands of differentiating instruction across varied learner abilities, and the compounding effects of limited resources, large class sizes, and heavy workloads. Danganan (2024) and Angeles and Rabago (2025) emphasized that continuous, curriculum-aligned training is essential to improving instructional effectiveness and teacher readiness, while Bullo et al. (2021) and Bordoh et al. (2018) underscored the critical role of structured professional development and institutional support in mitigating these interrelated challenges.

Instructional challenges of Social Science teachers in terms of development of instructional materials

The instructional challenges experienced by Social Science teachers in the domain of development of instructional materials were assessed across 15 indicators, yielding a categorical mean of 3.75, interpreted as Strongly Agree. This result indicated that instructional material development represented the most severe and pervasive domain of challenge among the four areas examined, with respondents strongly affirming difficulties across multiple dimensions including material design, quality assurance, usability, relevance, durability, and alignment with modern teaching approaches. The breadth and intensity of these challenges suggested that the inability to produce effective instructional materials was not an isolated concern but a systemic constraint with significant implications for the overall quality of Social Science instruction. This finding aligned with Bordoh et al. (2018), who emphasized that effective social science instruction depends critically on teacher resourcefulness in developing appropriate materials, yet many educators are impeded by insufficient institutional and technical support.

The highest-rated indicator was the difficulty in updating instructional materials to align with modern teaching methods, which obtained a mean of 3.95 under the Strongly Agree range, the highest score recorded across all four instructional domains in this study. This implied that teachers were struggling to keep pace with evolving pedagogical trends, competency-based frameworks, and the increasing demands of digital integration in educational contexts. Yaw (2024) identified the use of outdated instructional materials and the absence of updated teaching resources as primary barriers to effective social science instruction, while Bhatnagar (2018) noted that gaps in instructional resources and limited exposure to contemporary pedagogical tools contribute directly to the misalignment of teaching materials with current educational standards. Kapadia (2023) further explained that inadequate ICT infrastructure severely limits teachers' capacity to adopt and regularly revise digital instructional materials. Closely associated high-rated concerns included difficulty in creating materials that can be easily manipulated by students, which registered a mean of 3.83, and ensuring that instructional materials are of high quality, which received a mean of 3.81. Sharma and Pageni (2024) emphasized that instructional materials must be pedagogically sound and well-structured to support learning effectively, while Musilekwa and Mulenga (2019) stressed that organized and content-accurate learning materials play a critical role in ensuring instructional quality. Zevin (2023) argued that producing high-quality materials demands both content mastery and advanced pedagogical skill, capacities that cannot be assumed without sustained professional training.

Further high-rated challenges included difficulty in producing enough quality materials for all classes handled, which obtained a mean of 3.78, challenges in ensuring materials were easy to maintain and store and in improvising materials using locally available resources, both rated at 3.75, and the challenge that teachers rarely collaborate or share ideas in developing instructional materials, rated at 3.76. The difficulty of updating materials to reflect current approaches was also closely related to challenges in ensuring that instructional materials were relevant and did not become outdated, which received a mean of 3.73, a concern shared with the challenge of designing materials that are affordable yet effective, also rated at 3.71, and the difficulty of designing materials that appeal to students' interests, which obtained the same mean of 3.71. The challenge of designing materials that encourage higher-order thinking skills registered a mean of 3.68, while ensuring that the maintenance cost of instructional materials was not prohibitively high received a mean of 3.64. Balancing the visual appeal and educational content of instructional materials was rated at 3.73, and the challenge of creating materials that encourage active student participation obtained the lowest mean within this domain at 3.63, which, while comparatively lower, was still firmly within the Strongly Agree range. Bidyapati

(2023) emphasized that instructional materials must be designed to promote learner engagement and active participation through structured and interactive frameworks, and De Loreto et al. (2019) found that many teachers are unable to design learner-centered materials due to insufficient pedagogical content knowledge and limited training in instructional design. Yaw (2024) and Bhatnagar (2018) further highlighted that restricted access to instructional resources impedes the development of materials that promote critical thinking and deeper cognitive engagement, while Baldos et al. (2025) noted that even where digital instructional materials are available, their effectiveness in fostering higher-order thinking is frequently limited by technical issues and overdependence on digital platforms.

The qualitative findings revealed five major themes that deepened the understanding of these quantitative results: time constraints and workload pressure in material development, limited access to resources and instructional materials, difficulty in designing differentiated and creative instructional materials, instructional materials enhancing learning engagement and understanding, and continuous revision and learner-centered adaptation of materials. In relation to time constraints and workload pressure, teachers consistently reported insufficient time for material preparation as a consequence of competing non-teaching responsibilities and heavy instructional loads. Responses such as "Limited time to prepare materials" (T1, T4, T12, T31, T39), "Workload affects preparation quality" (T3, T10, T33, T45, T60), and "I struggle with consistency in preparing materials" (T14, T24, T47, T55) indicated that material development was frequently deprioritized or executed under pressure, resulting in inconsistent quality. Bullo et al. (2021) confirmed that excessive workload and time limitations significantly hinder teachers' engagement in instructional planning and resource development, while Aribbay et al. (2025) emphasized that heavy teacher workload reduces the quality of instructional outputs and constrains innovation in teaching practice.

With respect to limited access to resources and instructional materials, participants highlighted difficulties in obtaining updated references, accessing ICT tools and digital resources, and managing printing and reproduction constraints. Responses including "I lack updated references" (T1, T6, T33, T41, T56), "Limited ICT tools affect preparation" (T6, T16, T35, T57), and "Printing and reproduction issues exist" (T1, T13, T31, T48, T54) indicated that resource scarcity remained a foundational barrier to both the production and innovation of teaching materials. Yaw (2024) identified lack of instructional materials and limited access to updated resources as major constraints in Social Science teaching, while Bhatnagar (2018) noted that insufficient learning resources create gaps in instructional delivery, and Kapadia (2023) emphasized that limited ICT infrastructure restricts access to modern instructional tools.

Regarding the challenge of designing differentiated and creative instructional materials, teachers expressed difficulty in adapting resources for learners with varying abilities, ensuring creativity in design, and aligning outputs with curriculum competencies. Statements such as "Difficulty in creating differentiated materials" (T3, T9, T32, T35, T59), "I struggle with creativity in designing materials" (T7, T14, T28, T47, T53), and "Materials must be aligned with competencies" (T3, T34, T37, T53) reflected the high pedagogical and creative demands involved in developing learner-centered instructional resources. De Loreto et al. (2019) found that teachers frequently struggle with instructional adaptation due to limited pedagogical content knowledge, while Danganan (2024) underscored that addressing learner diversity through material design requires continuous professional development and robust instructional support systems.

Despite these constraints, the theme of instructional materials enhancing learning engagement and understanding revealed that teachers actively employed visual aids, simplified materials, multimedia tools, and ICT-based resources to improve student interest and

comprehension. Responses such as "Visual aids help simplify complex topics" (T1, T4, T8, T31, T48), "I use PowerPoint presentations and videos" (T1, T14, T30, T45, T59), and "I use real-life examples to connect lessons" (T1, T15, T33, T51) reflected teachers' intentional and adaptive efforts to make Social Science content accessible and meaningful despite limited resources. Bidyapati (2023) affirmed that instructional materials designed to promote contextual and learner-centered engagement produce more meaningful learning outcomes, while Baldos et al. (2025) found that multimedia and digital tools enhance learner engagement when technical capacity and resource availability are sufficient.

The final theme of continuous revision and learner-centered adaptation of materials demonstrated that teachers engaged in ongoing adjustment of instructional resources based on student feedback, assessment results, and observed learning needs. Responses such as "I adjust based on student feedback" (T1, T8, T31, T41, T49) and "I revise materials regularly" (T5, T10, T34, T52, T58) reflected a reflective and responsive professional orientation. Ramos (2025) affirmed that effective Social Science instruction requires continuous adjustment of teaching materials to address learner difficulties and improve comprehension outcomes. The convergence of quantitative and qualitative findings in this domain clearly established that the development of instructional materials was the most acute area of instructional challenge, driven by a combination of limited preparation time, resource scarcity, workload demands, and the complexity of designing materials that are simultaneously current, learner-centered, differentiated, and pedagogically rigorous. Bordoh et al. (2018) affirmed that teacher resourcefulness in material development must be actively supported by institutional systems, while Angeles and Rabago (2025) and Aribbay et al. (2025) emphasized that structured professional development and adequate institutional support are indispensable for improving instructional competence and material development practices.

Instructional challenges of Social Science teachers in terms of assessment of learning

The instructional challenges experienced by Social Science teachers in the domain of assessment of learning were assessed across 15 indicators, yielding a categorical mean of 3.09, interpreted as Agree. This result indicated that while assessment-related difficulties were present and consistent, they were somewhat less severe than those observed in the domain of instructional material development, though they nonetheless reflected meaningful constraints in teachers' ability to design, implement, and manage effective assessment practices. The findings suggested that challenges in this area, though moderate in intensity, exerted a discernible impact on the quality and consistency of student evaluation in Social Science instruction.

The highest-rated individual indicator in this domain was the difficulty in preparing appropriate performance tasks for the different subjects handled, given that many teachers managed more than one course preparation simultaneously. This item received a mean of 3.73 within the Strongly Agree range, indicating that workload and multiple teaching assignments significantly compromised teachers' capacity to design quality, well-aligned assessment tasks. Bullo et al. (2021) identified heavy workload and time constraints as major barriers to effective instructional and assessment planning, while Mabborang et al. (2023) emphasized that teachers frequently struggle with designing authentic performance tasks due to limited time, insufficient training, and competing professional responsibilities. The closely related challenge of determining activities that are appropriately matched to students' developmental levels obtained a mean of 3.63, also within the Strongly Agree range, and the challenge of encountering issues in the use of various technological tools as aids in assessment preparation received a mean of 3.54, likewise within Strongly Agree. The difficulty of preparing flexible assessment tasks capable of addressing both on-site and online learning modalities obtained a

mean of 3.58. Danganan (2024) found that teachers often lack sufficient training in designing appropriate and technology-integrated assessment tools, while Kapadia (2023) noted that limited ICT infrastructure and digital skills constrain the effective use of technology in assessment.

The items assessed within the Agree range reflected a distinct set of assessment challenges. The belief that on-site assessment is more objective compared to other alternative modes obtained a mean of 3.15, while the difficulty of experiencing not being able to determine appropriate assessment criteria was rated at 3.07. The understanding and recognition of not yet having mastered the rudiments of performance assessment registered a mean of 3.02, as did the challenge of having too many students in class. The use of assessment forms that are sometimes time-consuming was rated at 2.93, followed by the difficulty of knowing how to prepare appropriate rubrics for specific assessment tasks at 3.00. The indicator addressing learning more about the importance of rubrics in student learning received a mean of 2.92. Difficulty in implementing assessment activities due to lack of physical environment and technological facilities obtained a mean of 2.69, while the challenge of encountering students who copy the work of others or lift responses from the internet registered a mean of 2.71. The inability to assess objectively due to overlapping activities and multiple designations was rated at 2.68, and the challenge of not being able to give feedback on time to recently concluded performance tasks due to personal and work-related reasons obtained the lowest mean of 2.63, still within the Agree range. Although feedback delivery was thus identified as comparatively less challenging than task design and assessment preparation, it remained a recognized instructional concern. Dizon (2022) emphasized that while feedback is essential to learning assessment, teachers often prioritize task design and competency coverage under time pressure. Bossér et al. (2015) noted that feedback processes are frequently deprioritized when teachers face competing instructional demands, while Yaw (2024) and Bhatnagar (2018) identified inadequate facilities and limited resources as factors undermining both the fairness and efficiency of assessment practice.

The qualitative investigation of assessment challenges revealed five major themes: diverse assessment practices for measuring learning outcomes, difficulties in handling low-performing students, instructional adjustments based on assessment results, remediation strategies for struggling learners, and challenges in assessment implementation and learning gaps. In terms of diverse assessment practices, teachers reported using a variety of tools including quizzes, written tests, performance tasks, oral recitations, essays, and group activities, all aligned with learning competencies. Responses such as "I use quizzes, written tests, and performance tasks" (T1, T9, T31, T53) and "I conduct oral recitation, essays, and group activities" (T2, T11, T52, T58) reflected a holistic and competency-aligned approach to evaluation. Dizon (2022) affirmed that effective Social Science assessment must integrate multiple evaluation forms to measure both conceptual understanding and civic competencies, while Mabborang et al. (2023) highlighted that diversified assessment strategies are essential for capturing authentic student learning outcomes.

In terms of difficulties in handling low-performing students, teachers reported persistent poor performance among some learners despite sustained intervention, with responses such as "Some students perform poorly despite intervention" (T1, T13, T31, T35, T47, T52) and "Students struggle even after remediation" (T7, T33, T36, T56, T58) indicating that existing intervention strategies were not consistently sufficient to close learning gaps. Danganan (2024) found that addressing learner diversity and low performance remains a persistent challenge in Social Science education, while De Loreto et al. (2019) noted that

teachers often struggle to sustain learner improvement due to limited instructional support and heterogeneous learner capacities.

Regarding instructional adjustments based on assessment results, teachers described using assessment data as a feedback mechanism to guide teaching strategies, identify learning gaps, and refine lesson planning. Statements such as "Assessment helps me adjust my teaching strategies" (T1, T3, T9, T31, T41, T59) and "It guides my lesson planning and instruction" (T2, T5, T20, T24, T40) reflected a responsive and reflective orientation to professional practice. Ramos (2025) emphasized that assessment should function as a continuous feedback loop for instructional improvement, while Bidyapati (2023) stressed that effective Social Science instruction relies on assessment-informed reflective practices.

In relation to remediation strategies for struggling learners, teachers described the use of simplified tasks, peer tutoring, collaborative support, and one-on-one assistance to reinforce understanding and provide targeted academic support. Responses such as "I give simplified tasks and materials" (T2, T16, T22, T38, T48, T54), "I use peer tutoring strategies" (T4, T12, T40, T56), and "I provide one-on-one assistance" (T8, T44, T50) reflected the diversity of support mechanisms employed, although these efforts did not always produce sustained improvement. Aribbay et al. (2025) emphasized that differentiated instructional interventions are essential in addressing learner diversity but require adequate training and institutional support to achieve full effectiveness.

The final theme, challenges in assessment implementation and learning gaps, captured the persistence of comprehension difficulties among some learners even after repeated instruction and reinforcement. Responses such as "Students fail to meet expectations despite effort" (T5, T13, T25, T49) and "Students need repeated instruction" (T7, T18, T38, T48) underscored the enduring and cyclical nature of learning gaps in Social Science classrooms. Yaw (2024) found that limited instructional resources and weak intervention systems contribute to persistent learning gaps, while Kapadia (2023) and Akmad and Abatayo (2024) noted that limited ICT access and inadequate infrastructure affect assessment efficiency and fairness. The convergence of quantitative and qualitative evidence in this domain confirmed that assessment-related challenges were shaped by an interplay of workload demands, limited resources, insufficient training in performance-based assessment design, and persistent learner difficulties that resisted standard remediation. Mabborang et al. (2023) and Aribbay et al. (2025) jointly emphasized that targeted training in assessment design and literacy, combined with access to standardized templates and digital tools, is essential for improving the quality and consistency of assessment practice in Social Science education.

Overall instructional challenges of Social Science teachers

Across the four domains examined, the overall instructional challenges of Social Science teachers produced a grand mean of 3.16, interpreted as Agree, indicating that difficulties were experienced at a moderate but consistent and significant level across all areas of instructional practice. The development of instructional materials emerged as the most critical domain, registering a categorical mean of 3.75, described as Strongly Agree, and reflecting the most acute and pervasive challenges among the four areas assessed. This was followed by assessment of learning, which registered a categorical mean of 3.09 under Agree, then delivery of instruction with a categorical mean of 2.93, also within Agree, and pedagogy, which obtained the lowest categorical mean of 2.88, likewise interpreted as Agree. Despite the variation in intensity across domains, all four areas reflected persistent and consequential instructional challenges. Castro and Knowles (2015) emphasized that Social Science education is inherently complex and interdisciplinary, demanding integrated instructional competencies that span pedagogy, content delivery, and assessment. Bordoh et al. (2018), Yaw (2024), and

Bhatnagar (2018) collectively affirmed that inadequate instructional materials and limited teacher capacity in resource development are key determinants of diminished instructional effectiveness in Social Science education. Bidyapati (2023), Ramos (2025), and Bossér et al. (2015) similarly found that sustaining learner engagement, adapting instructional delivery, and managing assessment demands under conditions of workload pressure and resource scarcity remain consistently challenging aspects of the Social Science teacher's professional practice. De Loreto et al. (2019) highlighted that deficiencies in pedagogical content knowledge and limited institutional support systems contribute to the interconnected nature of teaching challenges across all instructional domains, reinforcing the interpretation that the difficulties identified in this study were not isolated but mutually reinforcing across pedagogy, delivery, materials development, and assessment.

The qualitative synthesis across all four domains further affirmed that Social Science teachers demonstrated strong professional commitment and adaptive capacity in response to persistent instructional constraints. Teachers consistently employed varied strategies including differentiated instruction, multimedia integration, contextualized teaching, peer-based learning, and continuous material revision to address the diverse needs of their learners, even as structural barriers such as heavy workload, large class sizes, limited ICT access, and insufficient preparation time constrained the full realization of these efforts. These findings collectively pointed to the imperative for a comprehensive, structured, and responsive professional development program designed to strengthen teachers' competencies in instructional design, technology integration, differentiated teaching, and assessment literacy, while also requiring institutional action to address resource gaps, workload distribution, and the physical conditions of instruction. The A.I.M.S.S. (Advancing Instructional Methods in Social Science) program proposed in this study was developed in direct response to the identified challenges, targeting Social Science teachers in Legislative District 3 of the Schools Division of Isabela through an 18-hour, three-day face-to-face training and workshop scheduled for implementation from August 19 to 21, 2026, covering professional development priorities aligned with the Philippine Professional Standards for Teachers across five domains: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. The convergence of quantitative and qualitative evidence across all modules underscored the conclusion that improving Social Science instruction in this context required both pedagogical innovation at the classroom level and systemic reform at the institutional level, and that a targeted, evidence-based professional development intervention represented the most appropriate and actionable response to the instructional realities documented in this study.

CONCLUSION

The conclusions drawn from this study reflect a comprehensive synthesis of the findings gathered from both quantitative and qualitative analyses examining the instructional challenges encountered by Social Science teachers in Legislative District 3 of the Schools Division of Isabela. Grounded in the study's core objectives, this chapter integrates the principal outcomes related to teacher profile, instructional challenges across four domains, and the proposed programmatic response, offering an interpretive account of what these findings collectively mean for Social Science Education and for the broader landscape of teacher professional development.

The demographic and professional profile of Social Science teachers in Legislative District 3 reveals a workforce that is predominantly young to middle-aged, with the largest

proportion belonging to the 26 to 35 years old age bracket at 45.80%, followed by those aged 25 years old and below at 28.80%, and the smallest group composed of those aged 36 to 45 years old at 25.40%. In terms of sex, 72.90% of teachers were female while 27.10% were male, reflecting the prevailing gender distribution characteristic of the teaching profession. With respect to civil status, 57.60% were married and 42.40% were single, suggesting that a substantial portion of the workforce manages concurrent professional and familial responsibilities, a condition that may bear on workload management and instructional decision-making. Regarding teaching experience, the largest group had 10 years and above of experience at 32.20%, followed by those with 6 to 10 years at 30.50%, while both the less than 1 year and 1 to 5 years groups each accounted for 18.60%. These findings indicate that Social Science teachers in the district constitute a dynamic yet seasoned professional group whose demographic characteristics and levels of experience likely shape how instructional challenges are perceived, interpreted, and addressed in daily classroom practice.

The instructional challenges encountered by Social Science teachers were found to be varied in intensity across the four domains examined in the study. In the area of pedagogy, teachers generally agreed that they experienced difficulty, as evidenced by an overall categorical mean of 2.88. The most pronounced challenges involved the use of concept maps or mind maps, the differentiation of instruction for diverse learners, and the activation of learners' prior knowledge. Additional difficulties were reported in facilitating collaborative learning, integrating students' interests into lessons, managing time during learning activities, and designing engaging instructional materials. Qualitative findings corroborated these results by revealing persistent issues in sustaining learner engagement, addressing varied learning needs, and simplifying complex Social Science concepts. Teachers further observed that students frequently remained passive even when interactive strategies were employed, and that traditional lecture-based approaches remained more consistently effective in supporting content understanding. Collectively, pedagogical challenges were identified as both instructional and learner-centered in nature, underscoring the need for deeper investment in differentiated instruction, inquiry-based learning, and concept development strategies.

In the domain of instructional delivery, teachers reported a moderate level of difficulty reflected in an overall mean of 2.93, also interpreted as Agree. The most frequently cited challenges included the preparation of instructional materials and tools, sustaining student attention throughout lessons, and integrating technology into instruction. Teachers also encountered difficulties in addressing the needs of diverse learners, engaging students in active participation, managing multicultural classrooms, and coping with the compounded demands of large class sizes and heavy workloads. Qualitative data revealed recurring themes surrounding learner engagement, the effective implementation of differentiated instruction, and the management of contextual and structural constraints within school settings. Although teachers acknowledged that interactive strategies enhance engagement, their consistent application was constrained by time pressures, workload demands, and insufficient access to instructional resources. Instructional delivery challenges were therefore identified as arising from both pedagogical limitations and systemic classroom conditions that require coordinated institutional responses.

The development of instructional materials emerged as the most critically challenging domain, with an overall mean of 3.75 interpreted as Strongly Agree, indicating a very high level of difficulty. The foremost challenge was the continuous updating of instructional materials to align with modern and learner-centered teaching approaches, followed by persistent concerns regarding the quality, adequacy, and usability of available resources. Teachers also reported difficulties in producing sufficient quantities of instructional materials, collaborating effectively with colleagues, and designing outputs that promote higher-order thinking skills and authentic learner engagement. Qualitative findings reinforced these results

by highlighting themes related to time constraints, workload pressure, limited access to resources, difficulties in designing creative and differentiated materials, and the need for continuous revision and improvement. Despite these formidable challenges, teachers continued to utilize visual aids, multimedia resources, and contextualized materials in their instruction, demonstrating a sustained commitment to quality teaching under constrained conditions. The instructional materials development domain thus represents the area of greatest urgency, shaped by both pedagogical demands and systemic resource limitations.

In the area of assessment of learning, Social Science teachers experienced a moderate level of difficulty, as indicated by an overall mean of 3.09 interpreted as Agree. The most significant challenge was the preparation of appropriate performance tasks across multiple subject areas, followed by difficulties in designing learner-appropriate activities and integrating technology into assessment practices. Teachers also encountered challenges in managing large classes, developing flexible and valid assessment tools, ensuring objectivity in grading, and providing timely and meaningful feedback. Qualitative findings identified themes such as the use of diverse assessment strategies, challenges in supporting low-performing learners, the use of assessment results to inform instructional adjustments, and the persistence of learning gaps despite remediation efforts. Although teachers consistently implemented varied assessment methods including quizzes, oral recitations, and performance tasks, and regularly provided remediation activities, a portion of learners continued to experience academic difficulty. Assessment-related challenges therefore reflect both the instructional workload demands placed on teachers and the persistent disparities in learner performance that require more targeted and responsive intervention.

Taken together, the findings establish that Social Science teachers across Legislative District 3 consistently encountered instructional challenges in all four domains examined, with the overarching difficulties driven by limited resources, heavy workloads, learner diversity, and the incomplete realization of learner-centered and technology-enhanced instruction. These conclusions affirm a strong and urgent need for a comprehensive and structured faculty training development program designed to directly address the identified gaps. The proposed A.I.M.S.S., or Advancing Instructional Methods in Social Science, responds to this need by targeting competency development across pedagogy, instructional delivery, instructional materials development, and assessment of learning. The program is designed to strengthen teachers' capacity in differentiated instruction, concept development, and learner engagement strategies; enhance skills in managing large and diverse classes and integrating technology effectively; equip teachers with practical tools for creating contextualized and innovative instructional materials; and develop their ability to design valid performance tasks, improve feedback practices, and apply effective remediation strategies. Social Science teachers are further encouraged to pursue graduate education and active participation in professional development opportunities, while school heads are urged to provide instructional leadership through coaching, mentoring, and adequate resource allocation. Public Schools District Supervisors and Education Program Supervisors are called upon to strengthen monitoring mechanisms and implement evidence-based capacity-building initiatives, and the Department of Education is encouraged to sustain institutional support through relevant policies, resource provision, and continuous professional development. Future research directions may include investigations into students' learning challenges in Social Science and empirical assessments of the impact of programs such as A.I.M.S.S. on teacher effectiveness and learner outcomes.

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