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Research Article

Challenges and Opportunities of Araling Panlipunan Secondary Teachers in Teaching World History Lessons

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ABSTRACT

This study investigated the challenges and opportunities faced by Araling Panlipunan (AP) teachers in teaching World History in Zone 4, Division of Zambales. This study used a descriptive quantitative design among 98 educators from three schools of Subic, Castillejos, and San Marcelino districts. The results of this study showed that teachers frequently struggle with limited instructional resources, reliance on traditional strategies, and restricted learning activities. In spite of these challenges, opportunities occurred through hands-on approaches, thematic instruction, and technology integration. Statistical analysis showed that there are no significant differences in the challenges and opportunities across demographic profiles, except for gender-based variations in learning activities. Findings showed moderate positive correlation between challenges and opportunities. This concludes that teachers adapt creatively in response to challenges. This study recommends targeted teachers professional development, an adequate resource allocation, and curriculum flexibility which aims to improve World History instruction.

Keywords: *Araling Panlipunan Teachers, Challenges and Opportunities in teaching World History, Teaching World History*

Introduction

World History education cultivates crossed-cultural understanding, critical thinking, and civic responsibility by placing local and global perspectives. However, scholarly studies reported pedagogical challenges toward these goals, as students perceive history as a rigid, memorization-driven discipline, which significantly limits classroom engagement in a global

perspective (Li & Jing, 2023). Similarly, challenges are evident in a global context; as example, U.S. social studies teachers struggle to implement inquiry-based, globally-oriented instruction due to limitations in professional preparation, instructional resources, and personal pedagogical beliefs (Lu et al., 2024).

In Southeast Asia, it was also determined that educational constraints are persistent

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challenges affecting teacher quality and instructional effectiveness. An ASEAN Socio-Cultural Community trend report notes that while many ASEAN teachers receive formal training, professional development programs often fail to address real classroom needs, limiting teachers' capacity to deliver engaging and globally relevant instruction (ASEAN Socio-Cultural Community, 2025).

In the Philippines, challenges persist in aligning the curriculum with local and global contexts while addressing the needs of diverse learners (Navalta, 2021). Despite these hurdles, emerging educational technologies and innovative teaching strategies offer opportunities to make history more dynamic and relevant. In the Philippine context, world history is integrated into the Grade 8 Araling Panlipunan curriculum. This curriculum, aligned with the K-12 Philippine Basic Education Framework, aims to equip students with historical thinking skills through chronological, thematic, inquiry-based, and multidisciplinary approaches (Department of Education, 2014a, 2016). However, many students struggle to find relevance in studying history due to its abstract and broad nature. Even with the use of both textual and visual resources, history is often viewed as a subject reliant on teacher-led instruction and textbook-focused learning. This study aimed to explore challenges and opportunities that Araling Panlipunan teachers faced in teaching world history. By focusing on teachers' experiences, the study aimed to provide insights that would inform better teaching practices, contribute to curriculum development, and enhance students' learning experiences through an action plan.

Purpose of the Study

This study focused on investigating and determining opportunities and challenges in World History teaching in Zone 4 of Schools Division Zambales, Philippines.

Specifically, the study aimed to answer the following questions:

1. Determine the profile of the respondents in terms of age, sex, years of teaching experience and Highest Educational Attainment.
2. Determine the challenges they faced in teaching World History, particularly with

their use of Instructional Strategies, Learning Activities; and Instructional Resources and Materials.

3. Determine how Araling Panlipunan (AP) teachers describe their opportunities despite the challenges they faced in teaching World History, particularly with their use of Instructional Strategies, Learning Activities; and Instructional Resources and Materials.
4. Is there a significant difference in the challenges faced by Araling Panlipunan (AP) teachers in teaching World History when categorized according to their demographic profiles.
5. Is there a significant difference in the opportunities available to Araling Panlipunan (AP) teachers, despite the challenges they face in teaching World History when categorized according to their demographic profiles.
6. Is there a significant relationship between the challenges faced by Araling Panlipunan (AP) teachers and the opportunities they encounter in teaching World History.

Teaching World History

World history is the most rapidly growing area of social studies. Studies report that over half of all secondary school students currently take the course prior to graduating from high school. This supports that history is an academic subject taught in schools, and it offers countless possibilities to hone analytical abilities, make moral judgments, and express creativity, College Board (2023).

History teaching is defined as the transmission of historical knowledge to people who do not yet have such knowledge. It happens in a variety of settings and occasions, including the schools, museums, and historic sites; as well as in various media (documentaries, print, media, and websites). Teaching World History provides a remarkable opportunity to dispel that ignorance and illuminate the global dimensions of history for students by helping them appreciate how local, regional or national histories fit within broader human experience. As cited from the study conducted by Palacios, Mena, Garcia, Mosquera, and Alarcón (2020), teaching history helps students to form and develop

their identities and act as citizens in a democracy. By situating Philippine history in comparative global narratives, teachers can inspire students to locate themselves in the world more firmly and articulate a deeper understanding of overarching trends on earth. Moreover, it opens up the potential to bring history alive for students by offering so many various historical sources — such as primary documents, literature and art/media which can help make teaching vast subjects more appealing. Many Araling Panlipunan teachers face similar challenges in teaching World History, especially in resource-limited settings, making it a global concern that hampers the delivery of effective history education.

Current studies on history instruction in the Philippines have only looked at one approach, i.e. Reading Like a Historian, which can help students use primary source evidence (Colis, Reyes & Garcia, 2016). Additionally, a philosophical framework was used to map out the instructional delivery of the lesson in a qualitative study on history instruction in Philippine secondary schools (Nery-Cura & de Guzman, 2018). These two local studies concur that the development of historical thinking skills depends heavily on instructional strategies. In line with this, educators must meticulously choose and curate suitable games and simulations, ensuring alignment with curriculum objectives and the provision of significant learning opportunities. Moreover, the accessibility to resources and the degree of technological competence among educators and learners may differ, requiring continuous professional development and assistance. Another study involving 1,500 children in grades 7 and 8 revealed that 72% of participants identified history as one of their least favored subjects (Harper, n.d.). The students presented four prominent arguments: excessive memorization; incoherence in the information; a monotonous and unengaging subject; and a lack of relevance.

Araling Panlipunan Teachers Teaching World History

Teachers of Araling Panlipunan in the Philippines confront unique obstacles when it comes to teaching world history. This is due to the fact that the topic is only one component of

a more comprehensive curriculum that also includes history, geography, economics, and civics. (David & Monsalud, 2018) Research indicates that a significant number of teachers in the Araling Panlipunan program are required to bridge the gap between a strong emphasis on national identity and global perspectives. This is especially true in light of the fact that the curriculum requirements emphasize both of these aspects. Teachers in the Araling Panlipunan program frequently employ culturally relevant teaching tactics in order to effectively engage students in the study of world history.

On the other hand, *“As an AP teacher, I find it difficult to teach topics that are obsolete.”* a sentiment of an Araling Panlipunan Teacher in a focused group discussion when asked about their experiences of teaching of Araling Panlipunan curriculum to 21st century learners as noted in the study (Legara-Jamisola & Deloy, 2022). Teachers worry a lot about how they can teach the subjects successfully, as Pagaduan (2019) pointed out. It is possible that they are considering the best tactics to use in order to ensure that the pupils thoroughly comprehend the material they are teaching and how to create an effective teaching process that will produce high-quality results.

In an era when digital technologies are prevalent in the classroom, history teachers must rise to the occasion and embrace these tools to provide more interesting and unique learning experiences for their students. (Li and Jing, 2023). Meanwhile, the incorporation of world history into Araling Panlipunan presents a number of additional issues. According to research conducted by Reyes and Punzalan in 2020, a significant number of educators perceive that they require more specialized professional development to address global issues and provide a more solid foundation in world history.

Furthermore, a study by Farizi et al. (2021) emphasizes how dynamically and interactively *Schoology* and other technology-based platforms might produce historical education. Teachers can help students create unique historical narratives, interact with original sources, and acquire critical analytical skills by using these digital resources. Although technology integration is definitely important, the

sources also stress the requirement of sufficient training and support for history teachers. According to the source, some teachers might not have the confidence or abilities required to completely maximize digital devices in their classes. Institutions have to make investments in focused professional development initiatives that provide history teachers the tools and expertise they need to properly apply pedagogical strategies and digital resources.

With all of the advantages of learning history, how history is taught becomes more significant (Akhan, 2020). We consider the past as a valuable component of our existence, which is why history is studied and taught in schools. Unfortunately, most students regard Araling Panlipunan, or Social Studies, to be uninteresting (Crisolo et al., 2021). This is mostly because the course focuses more on history, government, the Constitution, the economy, society, and politics.

Challenges in Teaching World History

Teachers of world history face many challenges as they try to give students a complete picture of the history that all people share. World history covers a huge range of countries, cultures, and time periods, which can be hard for both teachers and students to keep up with. Many times, this kind of learning is too broad. Students may understand basic ideas, but they don't really get the historical background and connections (Suswandari, 2021). Finding the right mix between traditional lecture methods and more student-centered, interactive methods is hard for many teachers. If teachers don't get enough professional development, they might not feel like they have the tools they need to get students involved and help them develop the critical thinking skills they'll need to understand complicated history stories. Also, teachers' ability to come up with new ideas in the classroom is greatly affected by the availability of the right teaching materials. Materials that are too old or not enough can make it harder to make interesting learning tasks that students will enjoy. Leung and Poon (2020) say that standard tests alone don't always show how well students understand complicated historical ideas or how well they can think critically. So, it's very important to have a variety of ways

to test students' understanding and ability to think critically.

Aside from the difficulties of teaching, cultural awareness is an important part of teaching world history. Including local histories and different points of view is important for making the information interesting and relevant for students. Many teachers, though, don't have the tools and support they need to successfully incorporate these elements into their lessons (Leung & Poon, 2020). This gap shows how important it is for teachers, program planners, and policymakers to work together. Stakeholders can come up with more consistent and useful ways to teach world history if they work together. This will help students not only learn about the past but also understand how it applies to their lives now.

Traditional Strategies Vs. Opportunities

In the context of this study, "traditional strategies" refer to teacher-centered instructional approaches characterized by lecture-heavy delivery, textbook-based instruction, rote memorization, and recitation-driven assessments. These methods typically emphasize factual recall and chronological coverage of historical content, often limiting opportunities for student inquiry, collaboration, and critical analysis. In Araling Panlipunan classrooms, such strategies may manifest as extended teacher explanations of historical events followed by short-answer or identification tests. While these approaches can support content coverage, research suggests that overreliance on transmissive instruction may constrain higher-order thinking and student engagement (VanSledright, 2020).

In contrast, the "opportunities" identified by teachers in this study reflect a shift toward hands-on, student-centered pedagogies. These include role-playing historical events, structured debates on socio-political issues, project-based learning, primary source analysis, collaborative group investigations, and the integration of multimedia or digital tools to contextualize World History content. Such approaches align with constructivist principles, which emphasize active knowledge construction through interaction, inquiry, and reflection (Bertram, 2018). Studies in social studies education have

shown that experiential and inquiry-based strategies promote deeper conceptual understanding and stronger student engagement compared to lecture-dominated instruction (VanSledright, 2020).

The transition occurring in Araling Panlipunan classrooms therefore represents not merely a methodological adjustment but a pedagogical reorientation—from knowledge transmission to participatory and interpretive learning. This shift indicates that, despite challenges associated with traditional practices, teachers are recognizing and utilizing opportunities to foster analytical thinking, collaboration, and contextual understanding of historical narratives. Framing the findings in this way clarifies that the movement away from traditional strategies is not a rejection of foundational instruction, but rather an intentional effort to balance content mastery with active, student-centered learning experiences (Bertram, 2018; VanSledright, 2020).

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Conceptual Framework

This study is anchored on three contemporary learning theories that support inclusive, adaptive, and student-centered instruction—Connectivism, Experiential Learning Theory, and Universal Design for Learning (UDL). These theories collectively offer a relevant framework to understand and address the challenges encountered by Araling Panlipunan (AP) teachers in delivering World History. The conceptual framework for this study is centered on understanding the challenges encountered by world history teachers. This framework is constructed using the Input-Process-Output (IPO) Model, which systematically analyzes the various components and relationships within the educational context. The IPO model is a widely recognized tool in educational research that helps illustrate how different factors contribute to achieving desired educational outcomes (Mukherjee, 2020). Figure 1 shows the paradigm of the study.

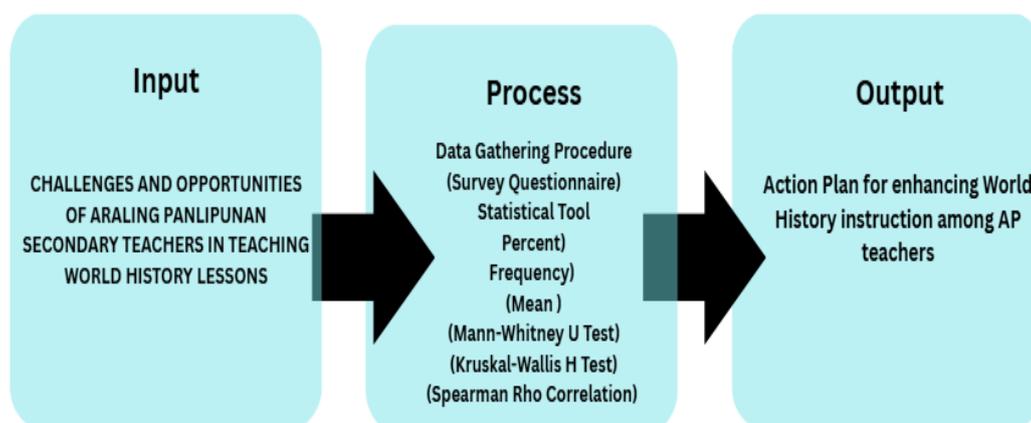


Figure 1. Paradigm of the Study

The study explored the challenges and opportunities encountered by Araling Panlipunan (AP) secondary teachers in teaching World History, with the goal of developing a proposed

action plan to enhance instructional practices. Utilizing the Input-Process-Output (IPO) Model, the study systematically organizes its

components to ensure a comprehensive analysis.

Methodology
Research Design

This study employed a descriptive quantitative research design to provide a comprehensive overview of the challenges and opportunities faced by Araling Panlipunan (AP) teachers in teaching World History. The descriptive method allows researchers to document facts about the current state of a phenomenon and identify important relationships between variables without manipulating them (Willis, Spooner-Lane, Crosswell, & Churchward, 2019; McCombes, 2019). The use of survey questionnaires aligns with the study’s objectives,

enabling the collection of relevant data from a significant number of respondents (Trochim, 2021), and providing a clear snapshot of the current teaching practices in Zone 4, Division of Zambales.

Respondents and Sampling Technique

The respondents of this study were the secondary Araling Panlipunan (AP) teachers in Zone 4 of the DepEd Division of Zambales. Data were collected during the 2024–2025 academic year, focusing on teachers with experience and challenges in teaching World History. A total population sampling technique was employed to include all qualified teachers within the zone.

Table 1
Distribution of the World History Teachers Participants from Public Secondary Schools of Zambales Zone 4 Division of Zambales

Public Secondary Schools	S (f)
1. Subic National High School	18
2. Subic National High School Annex V-Illwas High School	7
3. Sto Tomas High School	4
4. Calapandayan Integrated School	16
5. Castillejos National High School	14
6. San Agustin High School	4
7. Balaybay Resettlement High School	8
8. San Guillermo National High School	18
9. San Rafael High School	1
10. Laoag Integrated School	8
Total	98

Research Locale

The present study was conducted from different public secondary high schools in Zone 4, Division of Zambales.

Research Instrument

The survey questionnaire utilized in this research was adapted and modified to suit the specific context of the study. The items and indicators included in the questionnaire were primarily based on the challenges and strategies identified in the teaching of history, as presented in the study by de Guzman, Ababan, and Gallardo (2017).

Data Gathering

To conduct this quantitative study, permission was first secured from the Head of Schools Division Superintendent of DepEd Zambales, followed by coordination with school principals to assist in distributing the survey questionnaires. The researcher personally oversaw the distribution and collection of the questionnaires, clearly explaining the study’s purpose and allowing sufficient time for completion. Ethical considerations were strictly observed, including voluntary participation, the right to refrain from answering, and the confidentiality of personal information in compliance with the Data Privacy Act of 2012. The collected data

were subsequently analyzed and interpreted to draw conclusions about the challenges and opportunities experienced by World History teachers.

Data Analysis

The statistical tools which were used in the analysis and interpretation of data and hypotheses testing include the following.

1. **Percentage.** This statistical tool represented the ratio of any number to the whole. It provided a breakdown of participants based on age, gender, and years of teaching experience, which helped in profiling the sample group.
2. **Frequency.** This tool was used to determine the frequency counts of demographic information and respondents' teaching experience.
3. **Mean.** The mean was used to compute the average ratings of respondents across different challenges and strategies in teaching World History.
4. **Likert Scale.** A four-point Likert scale was applied to measure the extent to which respondents encountered challenges in terms of Instructional Strategies, Learning Activities, and Instructional Materials. Additionally, it assessed the extent of coping mechanisms used to counter these challenges in teaching World History.

Interpretation of the Challenges and Opportunities in teaching World History Lessons

Arbitrary Value	Statistical Limits	Verbal Description	Symbol
4	3.50 – 4.49	Always	A
3	2.50 – 3.49	Often	O
2	1.50 – 2.49	Seldom	S
1	1.00 – 1.49	Never	N

5. **Mann-Whitney U Test.** This was used to test the significant difference in challenges and opportunities faced by Araling Panlipunan teachers in teaching World History when grouped according to the teachers' sex profile.
6. **Kruskal-Wallis H Test.** This was used to test the significant difference in challenges and opportunities faced by Araling Panlipunan teachers in teaching World History when grouped according to the teachers profiles.
7. **Spearman Rho.** This was used to test the significant relationship between the challenges faced by Araling Panlipunan (AP) teachers and the opportunities.

Results and Discussion

Demographic Profile

Table 2 shows the frequency and percentage distribution of the AP teacher-respondents' profiles

Table 2
Frequency and Percentage Distribution of the Teacher-Respondents' Profile

Sex	Frequency	Percentage
Male	28	28.57
Female	70	71.43
Total	98	100.00
Age	Frequency	Percentage
25-Below	1	1.02
26-30	20	20.41
31-35	10	10.20
36-40	35	35.71
41-45	9	9.18
46-50	16	16.33
51-55	2	2.04
56-60	5	5.10
Total	98	100.00
Mean Age: 38.72 or 39 Years Old		
Years of Teaching Experience	Frequency	Percentage
0-5	22	22.45
6-10	34	34.69
11-15	23	23.47
16-20	10	10.20
21-25	6	6.12
26-30	3	3.06
Total	98	100.00
Mean Years of Teaching Experience: 10.60 or 11 Years		

Table 2
Frequency and Percentage Distribution of the Teacher-Respondents' Profile
 (Continuation)

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree Holder	39	39.80
With Master's Degree Units	28	28.57
Master's Degree Holder	23	23.47
With Doctorate Degree Units	5	5.10
Doctorate Degree Holder	3	3.06
Total	98	100.00

Table 2 presents that the majority of the respondents were female (71.43%), indicating a predominantly female teaching workforce in Araling Panlipunan. In terms of age, most teachers belonged to the 36–40 age group (35.71%), suggesting that the respondents were generally in their mid-career stage. Regarding teaching experience, a large proportion had 6–10 years (34.69%) and 11–15 years (23.47%) of service, which reflects substantial classroom exposure in teaching World History. As to educational attainment, most respondents held a bachelor's degree (39.80%) or had earned units toward a master's degree

(28.57%), while a notable number had completed a master's degree (23.47%). This profile indicates that the teacher-respondents possessed adequate professional experience and academic preparation to provide informed insights into the challenges and opportunities encountered in teaching World History.

Teachers' Extent of Challenges in Teaching World History Lessons

Table 3 shows the weighted mean and descriptive equivalent of the teachers' extent of challenges in teaching World History lessons.

Table 3 Teachers' Extent of Challenges in Teaching World History Lessons

Challenges in Teaching World History Lessons	Weighted Mean	Descriptive Equivalent	Rank
Instructional Strategies	2.79	Often	2
Learning Activities	2.72	Often	3
Instructional Resources/ Materials	2.93	Often	1
Overall Weighted Mean	2.81	Often	

Table 3 presents the extent of challenges encountered by Araling Panlipunan teachers in teaching World History lessons, with an overall weighted mean of 2.81, described as "often." This indicates that teachers frequently experience difficulties across instructional resources, strategies, and learning activities. The highest-ranked challenge was Instructional Resources/Materials (WM = 2.93, Rank 1), suggesting that limited access to updated textbooks, teaching aids, and globally relevant instructional materials significantly affects World History instruction. This finding is consistent with recent studies which reported that social studies teachers often struggle with inadequate or outdated learning materials, particularly for global history topics that require diverse sources and perspectives (Modan,

2023; OECD, 2021). Similarly, Lu et al. (2024) emphasized that insufficient instructional resources constrain teachers' ability to design meaningful and inquiry-based history lessons.

The challenge related to Instructional Strategies ranked second (WM = 2.79), indicating that teachers often experience difficulty in selecting and applying effective teaching approaches suited to World History content. Research suggests that many secondary social studies teachers rely on traditional, teacher-centered methods due to limited training in inquiry-based and student-centered strategies, especially when teaching complex global themes (van Hover & Harris, 2020; Lu et al., 2024). This reliance on conventional instruction may limit opportunities for students to develop historical thinking skills and global

awareness, which are key goals of World History education.

Meanwhile, Learning Activities ranked third (WM = 2.72), yet still fell under the descriptive equivalent of “often.” This result indicates that teachers frequently encounter challenges in designing engaging and meaningful classroom activities that connect students to global historical contexts. Studies conducted between 2020 and 2025 highlight that large class sizes, limited instructional time, and lack of ready-to-use activity guides hinder the implementation of interactive learning activities such as debates, simulations, and project-based learning in social studies classrooms (UNESCO, 2021; Darling-Hammond et al., 2020). These

constraints may contribute to students’ perception of history as a memorization-focused subject rather than an active and reflective discipline.

Overall, the findings suggest that Araling Panlipunan teachers often face interconnected challenges related to resources, pedagogy, and learning activities in teaching World History. Consistent with international literature, these challenges point to the need for sustained professional development, improved access to instructional materials, and institutional support to strengthen teachers’ capacity to deliver globally relevant and engaging World History lessons.

Table 4
Teachers’ Extent of Opportunities Despite the Challenges in Teaching World History Lessons

Opportunities Despite the Challenges in Teaching World History Lessons	Weighted Mean	Descriptive Equivalent	Rank
Instructional Strategies	2.94	Often	2
Learning Activities	3.09	Often	1
Instructional Resources/ Materials	2.93	Often	3
Overall Weighted Mean	2.99	Often	

Table 4 indicates that despite the challenges in teaching World History, Araling Panlipunan teachers often experience opportunities, as reflected by an overall weighted mean of 2.99. Among the identified areas, Learning Activities ranked highest (WM = 3.09), suggesting that teachers frequently find opportunities to design engaging tasks that promote students’ understanding of global historical contexts. This finding is supported by studies showing that inquiry-based activities, collaborative learning, and discussion-centered tasks enhance student engagement and historical thinking in world history classrooms (Darling-Hammond et al., 2020; UNESCO, 2021).

Instructional Strategies, which ranked second (WM = 2.94), indicate that teachers often adapt their pedagogical approaches to address diverse learners’ needs. Previous research emphasizes that flexible instructional strategies, including inquiry-based and contextualized teaching, allow teachers to transform challenges into opportunities for deeper learning and critical thinking in social studies

education (van Hover & Harris, 2020; Lu et al., 2024). Meanwhile,

Instructional Resources/Materials ranked third (WM = 2.93), yet still fell under the descriptive equivalent of “often,” suggesting that teachers frequently utilize alternative resources such as digital tools, open educational resources, and teacher-developed materials. Studies have shown that access to digital and interactive resources can compensate for limited textbooks and enhance instructional effectiveness in history education (OECD, 2021; Modan, 2023).

Overall, these findings demonstrate that Araling Panlipunan teachers are able to leverage instructional strategies, learning activities, and available resources as opportunities to improve World History teaching despite existing challenges.

Test of Significant Difference Between the Teachers’ Extent of Challenges in Teaching World History Lessons and Their Profile Variables

Sex. Table 5 presents the the computed Mann-Whitney U test to test the significant difference between the teachers' extent of challenges in teaching World History lessons and their sex variable.

Table 5
Mann-Whitney U to Test the Significant Difference Between the Teachers' Extent of Challenges in Teaching World History Lessons and Their Sex Variable

Challenges in Teaching History Lessons	Sex	N	Mean Rank	U-Test	Sig. (2-tailed)	Interpretation
Instructional Strategies	Male	28	50.95	939.5	.749	Accept Ho Not Significant
	Female	70	48.92			
	Total	98				
Learning Activities	Male	28	53.96	855	.324	Accept H ₀ Not Significant
	Female	70	47.71			
	Total	98				
Instructional Resources/Materials	Male	28	45.52	868.5	.378	Accept H ₀ Not Significant
	Female	70	51.09			
	Total	98				

The Mann-Whitney U test results show no statistically significant difference between male and female teachers in the extent of challenges they face in teaching World History across instructional strategies, learning activities, and instructional resources, as all p-values exceeded the 0.05 significance level, leading to the acceptance of the null hypothesis that gender does not influence these challenges. This indicates that both male and female educators experience similar difficulties, suggesting that external or systemic factors rather than gender shape their teaching experiences. These findings are consistent with prior studies,

including Garcia et al. (2021), Reyes and Santos (2020), and Delos Reyes (2019), which likewise reported that gender did not significantly affect the challenges faced by history or Social Studies teachers, emphasizing issues such as curriculum rigidity and institutional support over individual gender differences.

Age. Table 6 presents the computed Kruskal-Wallis test to test the significant difference between the teachers' extent of challenges in teaching World History lessons and their age variable.

Table 6. Kruskal-Wallis test to test the significant difference between the teachers' extent of challenges in teaching World History lessons and their age variable.

Challenges in Teaching History Lessons	Age	N	Mean Rank	d	U-Test	Sig. (2-tailed)	Interpretation
Instructional Strategies	25-Below	1	87.50	7	5.244	.630	Accept H ₀ Not Significant
	26-30	20	48.48				
	31-35	10	49.10				
	36-40	35	47.60				
	41-45	9	40.72				
	46-50	16	58.63				
	51-55	2	61.75				
	56-60	5	41.80				
	Total	98					

Learning Activities	25-Below	1	84.00	7	3.729	.810	Accept H ₀ Not Significant
	26-30	20	53.73				
	31-35	10	43.10				
	36-40	35	51.56				
	41-45	9	45.72				
	46-50	16	46.22				
	51-55	2	55.00				
	56-60	5	39.20				
	Total	98					
Instructional Resources/Materials	25-Below	1	9.00	7	4.562	.810	Accept H ₀ Not Significant
	26-30	20	49.10				
	31-35	10	49.10				
	36-40	35	51.07				
	41-45	9	54.94				
	46-50	16	52.63				
	51-55	2	32.25				
	56-60	5	36.10				
	Total	98					

The findings indicate that a teacher’s age does not significantly affect the challenges faced in teaching World History, as educators of all age groups encounter similar difficulties with instructional strategies, learning activities, and technology integration. This is supported by local studies (Garcia et al., 2021; Reyes & Santos, 2020; Delos Reyes, 2019) showing that curriculum rigidity, limited resources, and access to training, rather than age, determine teaching effectiveness. International research (Wineburg & Smith, 2022; VanSledright, 2021; Lee & Ashby, 2020)

similarly emphasizes that institutional constraints, professional development opportunities, and resource availability are more influential in shaping instructional challenges than teacher demographics like age.

Years of Teaching experience. Table 7 presents the computed Kruskal Wallis to test the significant difference between the teachers’ extent of challenges in teaching World History lessons and their years of teaching experience variable.

Table 7
Kruskal Wallis H to Test the Significant Difference Between the Teachers’ Extent of Challenges in Teaching World History Lessons and Their Years of Teaching Experience Variable

Challenges in Teaching History Lessons	Years of Teaching Experience	N	Mean Rank	d	U-Test	Sig. (2-tailed)	Interpretation
Instructional Strategies	0-5	2	54.30	5	3.659	.600	Accept H ₀ Not Significant
		2					
	6-10	3	51.19				
		4					
	11-15	2	50.07				
		3					
	16-20	1	44.25				
		0					
	21-25	6	40.25				
	26-30	3	26.83				
	Total	9					
		8					

Learning Activities	0-5	2	54.86	5	8.480	.132	Accept H ₀ Not Significant
	6-10	2	55.68				
	11-15	3	47.28				
	16-20	4	35.85				
	21-25	2	27.58				
	26-30	3	46.50				
	Total	9					
Instructional Resources/Materials	0-5	2	49.16	5	9.166	.103	Accept H ₀ Not Significant
	6-10	2	58.81				
	11-15	3	48.48				
	16-20	4	35.25				
	21-25	1	35.33				
	26-30	0	30.17				
	Total	9					

The findings align with both local and international studies. A study by Dela Cruz (2021) in the Philippines found that both novice and seasoned Social Studies teachers encounter difficulties in instructional strategies due to a lack of contextualized teaching materials and rigid curriculum demands. Similarly, international research by Wineburg and Reisman (2015) claims that even experienced history teachers struggle with engaging students effectively because of pedagogical constraints and limited strategies for promoting historical thinking. Additionally, the non-significant differences in

learning activities are consistent with Domingo et al. (2022), which found that teachers at all experience levels face difficulties implementing interactive and inquiry-based learning activities due to curricular limitations.

Highest Educational Attainment. Table 8 shows the computed Kruskal Wallis test to test the significant difference between the teachers' extent of challenges in teaching World History lessons and their highest educational attainment variable.

Table 8
Kruskal Wallis H to Test the Significant Difference Between the Teachers' Extent of Challenges in Teaching World History Lessons and Their Highest Educational Attainment Variable

Challenges in Teaching History Lessons	Highest Educational Attainment	N	Mean Rank	d	U-Value	Sig. (2-tailed)	Interpretation
Instructional Strategies	Bachelor's Degree Holder	39	52.28	4	5.434	.246	Accept H ₀ Not Significant
	With Master's Degree Units	28	47.25				
	Master's Degree Holder	23	52.07				
	With Doctorate Degree Units	5	23.00				
	Doctorate Degree Holder	3	58.83				
	Total	98					
Learning Activities	Bachelor's Degree Holder	39	49.85	4	.470	.976	Accept H ₀ Not Significant
	With Master's Degree Units	28	49.48				
	Master's Degree Holder	23	51.11				
	With Doctorate Degree Units	5	43.00				
	Doctorate Degree Holder	3	43.67				
	Total	98					
Instructional Resources/Materials	Bachelor's Degree Holder	39	54.03	4	3.381	.496	Accept H ₀ Not Significant
	With Master's Degree Units	28	43.05				
	Master's Degree Holder	23	52.48				
	With Doctorate Degree Units	5	40.30				
	Doctorate Degree Holder	3	43.33				
	Total	98					

Several researchers from local and international studies support these findings. Santos and Villanueva (2021) found that even teachers with advanced degrees encounter similar pedagogical constraints due to rigid curriculum requirements, limited instructional resources, and a lack of professional development opportunities specific to history instruction. Internationally, studies by Bertram (2018) and Wineburg (2019) claim that challenges beyond formal education, such as access to high-quality teaching materials and the need for contextualized instructional strategies, often hinder effective history teaching. Similarly, Ocampo (2020) in the Philippines mentioned that despite their academic qualifications, history teachers often struggle with the lack of localized instructional materials, which limits their ability to make historical lessons more relevant and engaging for students.

Given these findings, it is evident that teacher training programs should focus more on practical pedagogical solutions rather than solely relying on academic credentials as indicators of teaching effectiveness. Studies such as

those by Lévesque (2019) and VanSledright (2020) suggest that ongoing professional development, peer collaboration, and the integration of digital and interactive learning resources could have a greater impact on improving history instruction than formal educational attainment alone. Since the challenges in teaching World History appear to be systemic rather than individual, there is a pressing need for institutional reforms, improved access to teaching materials, and targeted professional development programs that address the specific needs of history educators.

Test of Significant Difference Between the Teachers’ Extent of Opportunities Despite the Challenges in Teaching World History Lessons

Sex. Table 9 shows the computed Mann-Whitney U test to test the significant difference between the teachers’ extent of opportunities despite the challenges in teaching World History lessons and their sex variable, as measured by instructional strategies, learning activities, and instructional resources and materials.

Table 9
Mann Whitney U to Test the Significant Difference Between the Teachers’ Extent of Opportunities Despite the Challenges in Teaching World History Lessons and Their Sex Variable

Opportunities Despite the Challenges in Teaching World History Lessons	Sex	N	Mean Rank	U-Test	Sig. (2-tailed)	Interpretation
Instructional Strategies	Male	28	48.20	943.500	.772	Accept H ₀ Not Significant
	Female	70	50.02			
	Total	98				
Learning Activities	Male	28	37.09	632.500	.006	Reject H ₀ Highly Significant
	Female	70	54.46			
	Total	98				
Instructional Resources/Materials	Male	28	47.55	925.500	.667	Accept H ₀ Not Significant
	Female	70	50.28			
	Total	98				

The Mann-Whitney U test results show no significant gender difference in Instructional Strategies (U = 943.5, p = .772) or Instructional Resources and Materials (U = 632.5, p = .667), supporting the null hypothesis. However, for

Learning Activities (U = 925.5, p = .006), the p-value indicates a highly significant difference, with female teachers more likely to implement diverse, student-centered, and interactive approaches.

This finding indicates a variation not in access to opportunities but in how instructional practices are enacted in the classroom. Female teachers' greater use of diverse, interactive, and student-centered learning activities may reflect differences in pedagogical orientation, classroom management approaches, or confidence in facilitating collaborative and inquiry-based instruction. Prior research has shown that gender can influence instructional implementation, with female teachers more likely to employ participatory and student-centered strategies (Bertram, 2018; VanSledright, 2020). Such differences may also be shaped by variations in professional training experiences and comfort with integrating interactive or technology-supported learning tasks. Importantly, this disparity does not imply differences in competence but rather suggests variation in instructional enactment. These findings underscore the need for professional development initiatives that emphasize the design and facilitation of interactive learning experiences to ensure that all teachers are equally supported in implementing student-centered pedagogies.

This aligns with studies by Santos and Delos Reyes (2021) and Ocampo (2020) in the Philippines, as well as international research (VanS-

ledright, 2020; Bertram, 2018), which show female educators often employ constructivist and inquiry-based strategies that enhance student engagement. Overall, while access to instructional strategies and resources appears equal across genders, the significant difference in learning activities suggests female teachers may be more inclined or have greater opportunities to use interactive, student-focused teaching methods.

Since instructional strategies and instructional resources and materials showed no significant difference between male and female teachers, this suggests that opportunities in these areas are equally accessible to both genders. However, the highly significant difference in learning activities indicates a potential gap in teaching approaches, where AP female teachers may have more opportunities or inclination to implement interactive and student-centered learning strategies.

Age. Table 10 shows the computed Kruskal-Wallis H test to test the significant difference between the teachers' extent of opportunities despite the challenges in teaching World History lessons and their age variable, as measured by instructional strategies, learning activities, and instructional resources and materials.

Table 10
Kruskal-Wallis H to Test the Significant Difference Between the Teachers' Extent of Opportunities Despite the Challenges in Teaching World History Lessons and Their Age Variable

Opportunities Despite the Challenges in Teaching World History Lessons	Age	N	Mean Rank	d	U-Test	Sig. (2-tailed)	Interpretation
Instructional Strategies	25-Below	1	93.50	7	4.202	.756	Accept H ₀ , Not Significant
	26-30	2	48.85				
	31-35	1	57.10				
	36-40	3	47.41				
	41-45	9	45.78				
	46-50	1	52.03				
	51-55	2	52.25				
	56-60	5	40.20				
Total	9	8					
Learning Activities	25-Below	1	75.00	7	7.676	.362	Accept H ₀ , Not Significant
	26-30	2	58.30				
	31-35	1	37.45				
	36-40	3	46.53				
	41-45	9	38.89				
	46-50	1	57.56				
	51-55	2	41.00				
	56-60	5	50.80				
Total	9	8					

Instructional Resources/Materials	25-Below	1	52.00	7	1.975	.961	Accept H ₀ , Not Significant
	26-30	2	53.18				
	31-35	1	42.70				
	36-40	3	49.44				
	41-45	5	52.83				
	46-50	1	51.50				
	51-55	2	42.50				
	56-60	5	38.70				
	Total	9					
		8					

The non-significant differences in instructional strategies indicate that teachers of all ages use similar pedagogical approaches in teaching World History, consistent with Punzalan and Ramirez (2021), who found that curriculum requirements, professional development, and institutional support shape teaching more than age. Likewise, Zhu and Urhahne (2020) emphasized that training and experience, rather than generational differences, guide instructional methods. Similar results in learning activities suggest that standardized lesson plans and teacher training promote consistent student engagement strategies across age groups (Salandanan, 2022; Darling-Hammond et al., 2019). Non-significant differences in instructional resources and materials further indicate that access and utilization depend on

institutional support, funding, and resource availability rather than age (Bernardo & Tangalin, 2020). Overall, teachers of all ages face comparable challenges, supported by uniform training, strategies, and resources, highlighting the importance of continued professional development and equitable access to instructional tools.

Years of teaching Experience. Table 11 shows the computed Kruskal-Wallis H test to test the significant difference between the teachers' extent of opportunities despite the challenges in teaching World History lessons and their years of teaching experience variable, as measured by instructional strategies, learning activities, and instructional resources and materials.

Table 11
Kruskal Wallis H to Test the Significant Difference Between the Teachers' Extent of Opportunities Despite the Challenges in Teaching World History Lessons and Their Years of Teaching Experience Variable

Opportunities Despite the Challenges in Teaching World History Lessons	Years of Teaching Experience	N	Mean Rank	d	U-Test	Sig. (2-tailed)	Interpretation
Instructional Strategies	0-5	2	54.48	5	5.855	.321	Accept H ₀ , Not Significant
	6-10	3	53.26				
	11-15	2	48.33				
	16-20	1	43.45				
	21-25	6	26.42				
	26-30	3	45.67				
	Total	9					
Learning Activities	0-5	2	60.02	5	5.337	.376	Accept H ₀ , Not Significant
	6-10	3	49.37				
	11-15	2	45.70				
	16-20	1	46.10				
	21-25	6	34.75				
	26-30	3	43.83				
	Total	9					
Instructional Resources/Materials	0-5	2	53.70	5	3.504	.623	Accept H ₀ , Not Significant
	6-10	3	51.53				
	11-15	2	49.11				
	16-20	1	47.45				
	21-25	6	30.75				
	26-30	3	43.00				
	Total	9					
		8					

The results of the Kruskal-Wallis H test reveal that there is no significant difference in teachers' extent of opportunities despite challenges in teaching World History lessons when grouped according to their years of teaching experience. This is evident across the three measured variables: instructional strategies ($H = 5.855, p = 0.321$), learning activities ($H = 5.337, p = 0.376$), and instructional resources/materials ($H = 3.504, p = 0.623$). Since all p-values exceed the 0.05 significance level, the null hypothesis is accepted, indicating that teachers across different levels of experience perceive their opportunities for similar teaching challenges in World History.

The non-significant differences in instructional strategies indicate that teachers, regardless of experience, apply similar approaches in teaching World History, consistent with Punzalan and Ramirez (2021), who noted that curriculum guidelines and professional development shape strategies more than years of service. Likewise, Borko (2019) highlighted that teacher training fosters consistency across

novice and experienced educators. Similar results in learning activities show that student engagement techniques are comparable across experience levels, supported by Salandanan (2022) and Darling-Hammond et al. (2019), who emphasize activity-based learning and professional collaboration. Non-significant differences in instructional resources and materials further suggest that access depends on institutional support rather than teaching experience (Bernardo & Tangalin, 2020). Overall, standardized training, curriculum implementation, and institutional support ensure equitable opportunities for all teachers to address instructional challenges.

Highest Educational Attainment. Table 12 shows the computed Kruskal-Wallis H test to test the significant difference between the teachers' extent of opportunities despite the challenges in teaching World History lessons and their highest educational attainment variable.

Table 12
Kruskal Wallis H to Test the Significant Difference Between the Teachers' Extent of Opportunities Despite the Challenges in Teaching World History Lessons and Their Highest Educational Attainment Variable

Opportunities Despite the Challenges in Teaching World History Lessons	Highest Educational Attainment	N	Mean Rank	d	U-Value	Sig. (2-tailed)	Interpretation
Instructional Strategies	Bachelor's Degree Holder	39	46.05	4	2.628	.622	Accept H_0 Not Significant
	With Master's Degree Units	28	50.38				
	Master's Degree Holder	23	56.61				
	With Doctorate Degree Units	5	45.40				
	Doctorate Degree Holder	3	38.50				
	Total	98					
Learning Activities	Bachelor's Degree Holder	39	48.24	4	7.962	.093	Accept H_0 Not Significant
	With Master's Degree Units	28	44.30				
	Master's Degree Holder	23	61.28				
	With Doctorate Degree Units	5	28.80				
	Doctorate Degree Holder	3	58.50				
	Total	98					
Instructional Resources/Materials	Bachelor's Degree Holder	39	45.47	4	2.896	.575	Accept H_0 Not Significant
	With Master's Degree Units	28	49.96				
	Master's Degree Holder	23	55.65				
	With Doctorate Degree Units	5	42.00				
	Doctorate Degree Holder	3	62.83				
	Total	98					

Base from the result of the study, teachers with a Master’s Degree had the highest mean ranks in instructional strategies (56.61) and learning activities (61.28), while those with Doctorate Units scored lowest in learning activities (28.80) and highest in instructional resources (62.83). However, all results were statistically non-significant, suggesting that educational attainment alone does not determine access to or utilization of teaching strategies, learning activities, or resources. These findings align with local and international research (Salandanan, 2020; Dela Cruz, 2019; Gonzales & Reyes, 2021; Shulman, 1986; Darling-Hammond, 2017), which emphasizes that teaching experience, professional development,

institutional support, and resource availability are more influential than formal education in shaping instructional opportunities. Overall, teacher effectiveness in World History is driven by practical experience and support systems rather than degree level.

Test of Significant Relationship Between the Challenges Faced by Araling Panlipunan (AP) Teachers and the Opportunities They Encounter in Teaching World History

Table 13 shows the Spearman Rho to test the significant relationship between the challenges faced by Araling Panlipunan teachers and the opportunities they encounter in teaching World History.

Table 13
Spearman Rho to Test the Significant Relationship Between the Challenges Faced by Araling Panlipunan (AP) Teachers and the Opportunities They Encounter in Teaching World History

Spearman’s rho		Opportunities despite the challenges in Teaching World History Lessons	Interpretation
Challenges in Teaching World History Lessons	Correlation Coefficient	.453**	Moderate Positive Relationship
	Sig. (2-tailed)	.000	Highly Significant
	N	98	
**. Correlation is significant at the 0.01 level (2-tailed).			

The results show a moderate positive relationship ($\rho = 0.453$, $p = .000$) between the challenges AP teachers face and the opportunities they encounter in teaching World History, indicating that as challenges increase, opportunities tend to rise as well. The highly significant p-value confirms that this relationship is unlikely due to chance. Local and international studies support this finding, showing that obstacles often drive pedagogical innovation and professional growth. For example, AP teachers in the Philippines adapt to limited resources and diverse student needs by integrating digital tools and interdisciplinary approaches (David et al., 2020), while UK teachers in resource-limited contexts enhance instruction through project-based learning and student-led discussions (Husbands et al., 2017). Similarly, local studies (Mendoza & Ramirez, 2021; Tayao, 2019) report that challenges like curriculum rigidity or low student engagement prompt

teachers to adopt gamification, audio-visual resources, professional development, and peer collaboration, reinforcing the observed positive correlation between teaching challenges and opportunities for growth.

The observed moderate positive correlation between challenges and opportunities indicates that as Araling Panlipunan teachers encounter more challenges in teaching World History, they are often compelled to seek out or generate new opportunities for effective instruction. This dynamic reflects a form of **pedagogical resilience**, where teachers transform obstacles into avenues for professional growth and instructional innovation. Rather than viewing challenges solely as impediments, this perspective highlights how difficulties can catalyze creative problem-solving, adaptive strategies, and proactive engagement with available resources.

Framing this relationship as pedagogical resilience represents a key contribution of this study to educational literature. It underscores the capacity of teachers to not only navigate complex teaching environments but to leverage challenges as opportunities to enhance student learning, integrate interdisciplinary approaches, and refine instructional practices. Such insights can inform professional development programs, curriculum design, and policy, emphasizing the role of adaptive expertise in fostering sustained educational improvement.

Conclusions

Based on the findings of the study, the researcher concluded that:

1. The majority of the Araling Panlipunan teachers in the Division of Zambales are female, in their middle adulthood stage, with mid-career teaching experience, and most hold a bachelor's degree, while some have pursued or completed graduate studies.
2. AP teachers in the Division of Zambales often face challenges in teaching World History, particularly in utilizing instructional resources and resources, applying effective instructional strategies, and implementing diverse learning activities, indicating the need for improved access to materials, professional development, and institutional support for student-centered learning.
3. Despite challenges in teaching World History, AP teachers in the Division of Zambales actively utilize learning activities, innovative instructional strategies, and digital resources to enhance instruction, though access to updated materials and collaboration opportunities remain areas for improvement.
4. There are no statistically significant differences in AP teachers' challenges in teaching World History regarding instructional resources and materials, instructional strategies, and learning activities based on sex, age, years of teaching experience, or highest educational attainment.
5. There are no significant differences in AP teachers' perceived opportunities despite challenges in teaching World History across instructional resources and materials, instructional strategies, and learning

activities based on age, years of teaching experience, or educational attainment; however, a significant difference exists between male and female AP teachers in learning activities, indicating gender-based variations in instructional implementation.

6. There is a statistically significant moderate positive correlation between AP teachers' challenges and the opportunities they encounter in teaching World History, suggesting that opportunities also tend to rise as challenges increase.
7. The proposed action plan enhances World History instruction for AP teachers in the Division of Zambales by improving resources, professional development, collaboration, and inclusivity through digital access, institutional partnerships, training programs, and systematic evaluation.

Recommendations

The researcher has formulated the following recommendations based on the arrived conclusions:

1. The Department of Education and school administrators may enhance access to instructional resources. To address these gaps, policymakers should prioritize allocating resources toward: (1) updating and increasing the quantity of physical instructional materials; (2) providing classroom technology, including laptops, projectors, tablets, and software licenses; and (3) ensuring reliable and high-speed internet access in schools. Specifying these resources allows budgetary decisions to target the tools that most directly enable hands-on, interactive, and student-centered learning.
2. AP teachers may actively seek professional development opportunities, such as training on innovative instructional strategies and digital resource integration, to enhance their ability to deliver engaging World History lessons despite existing challenges.
3. School administrators and curriculum developers may design gender-responsive professional development programs that address the individual needs of male and female AP teachers in implementing learning activities, providing equal access to instructional opportunities, and promoting

- inclusive teaching practices in World History education.
4. The Department of Education (DepEd) and school administrators may develop targeted professional development programs that equip AP teachers with adaptive instructional strategies and innovative teaching approaches to transform challenges into opportunities in World History instruction to provide enhanced student engagement and learning outcomes.
 5. Future researchers may explore the long-term impact of instructional challenges and opportunities on student learning outcomes in World History, utilizing mixed-method approaches to gain deeper insights into effective teaching strategies and resource accessibility.
 6. School administrators and policymakers in the Division of Zambales are recommended to collaborate with educational stakeholders to adapt and implement the proposed action plan by securing necessary resources, providing ongoing teacher training, and promoting a supportive environment that enhances instructional strategies

- and learning activities in World History education.
7. It is recommended that schools and educational leaders may adopt the action plan proposed in this study to effectively address the identified challenges and enhance the teaching of World History in Araling Panlipunan

Proposed Action Plan for Enhancing World History Instruction Among AP Teachers in the Division of Zambales

The goal of this action plan is to improve World History teaching for AP teachers in the Division of Zambales by addressing instructional challenges, expanding access to resources, promoting professional development, and fostering collaboration. Specific objectives include enhancing access to teaching materials, providing targeted professional development on instructional strategies and student-centered learning, strengthening teacher collaboration through peer support and institutional backing, addressing gender-related differences in instructional practices, and leveraging challenges as opportunities to improve teaching effectiveness.

Key Areas	Strategies/ Activities	Persons Involved	Time Frame	Budget	Expected Outcome
Instructional Resources & Materials	<ol style="list-style-type: none"> 1. Develop a centralized digital repository of World History resources (e.g., OERs, lesson plans, multimedia materials). 2. Partner with local libraries and historical organizations for resource sharing. 3. Allocate funding for updated textbooks and digital tools. 	School Heads, AP Supervisors, DepEd Division Office, Local Libraries, NGOs	Short-term (1 year) & Continuous	PHP 200,000 for digital repository and resource updates. PHP 50,000 for collaboration with local libraries. PHP 150,000 for textbook and tool updates. <i>Funds from DepEd Division Budget, Local Government Units (LGUs), School Budget, Donations from NGOs.</i>	Increased access to high-quality instructional materials for AP teachers.
Professional Development	<ol style="list-style-type: none"> 1. Conduct regular training on innovative instructional strategies and technology integration. 	AP Teachers, School Heads, Education Ex-	Ongoing (Quarterly Training)	PHP 300,000 for training sessions and expert invitations (quarterly).	Improved teaching strategies and increased confidence in

Key Areas	Strategies/ Activities	Persons Involved	Time Frame	Budget	Expected Outcome
	<ol style="list-style-type: none"> Organize peer coaching and mentoring programs. Invite historians and education experts for workshops. 	perts, DepEd Training Team		<i>Funds from DepEd Training Fund, LGUs, Educational Grant Programs.</i>	implementing student-centered learning.
Collaboration & Institutional Support	<ol style="list-style-type: none"> Establish Professional Learning Communities (PLCs) for AP teachers. Facilitate networking with universities and cultural institutions for historical site visits and guest lectures. Develop policies to support AP teachers' resource needs and instructional innovations. 	AP Teachers, School Heads, University Historians, Local Cultural Agencies	Mid-term (2 years)	<p>PHP 250,000 for networking events, guest lectures, and site visits.</p> <p><i>Funds from DepEd Institutional Support Fund, University Partnerships, Local Cultural Grants.</i></p>	Strengthened professional collaboration and institutional backing for history instruction.
Addressing Gender-Based Variations	<ol style="list-style-type: none"> Conduct gender-sensitive training to explore instructional differences and promote inclusive strategies. Encourage mixed-gender teaching teams to balance instructional approaches. Gather teacher feedback through surveys to refine teaching support mechanisms. 	AP Teachers, Gender and Development (GAD) Coordinators, School Heads	Short-term (1 year) & Ongoing	<p>PHP 100,000 for training and survey implementation.</p> <p><i>Funds from Gender and Development Fund, School Budget, DepEd Budget</i></p>	Reduced gender disparities in instructional implementation.
Maximizing Opportunities from Challenges	<ol style="list-style-type: none"> Identify best practices among AP teachers who effectively overcome instructional challenges. Document and disseminate successful strategies through teacher-led seminars. 	AP Teachers, School Heads, DepEd Division Office	Continuous	<p>PHP 50,000 for documentation and seminars.</p> <p><i>Funds from DepEd Division Office Fund, School Incentive Fund.</i></p>	Increased motivation and adoption of effective teaching practices.

Key Areas	Strategies/ Activities	Persons Involved	Time Frame	Budget	Expected Outcome
	3. Recognize and incentivize AP teachers who implement innovative methods despite challenges.				

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