

E-Nook: World Journal for Academic Breakthroughs

ISSN (Online): 3155-5942

Volume 1, Issue 1 (2026) | Pages 01–08

www.ereseearchpublication.com

RESEARCH ARTICLE | OPEN ACCESS

Article History

Received: May 2026

Revised: May 2026

Accepted: June 2026

Published: July 3, 2026

ARALING PANLIPUNAN INSTRUCTIONS IN EASTERN KAYAPA DISTRICT, KAYAPA, NUEVA VIZCAYA

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Abstract

Understanding society and human progress requires studying history, as it offers valuable insights into cultural evolution, which is crucial for informed citizenship. This study evaluated the effectiveness of Araling Panlipunan teaching in the Eastern Kayapa District, Nueva Vizcaya. It focused on analyzing the demographic characteristics of teachers, the achievement of Araling Panlipunan's general objectives, factors influencing instruction, challenges faced during the teaching-learning process, and the interventions teachers implemented. A descriptive-survey research design was utilized, involving 20 public elementary school teachers chosen through simple random sampling. Data collection was conducted using a researcher-developed and validated questionnaire, with analysis performed using frequency, percentage, weighted mean, and standard deviation. The results indicated that the majority of respondents were female, married, held the Teacher III position, had a master's degree, and possessed one to five years of teaching experience. The general objectives of Araling Panlipunan were achieved ($M = 4.10$), reflecting effective implementation of the subject's learning goals. Factors influencing instruction were generally effective ($M = 3.79$), with assessment tools rated highest, while instructional media received the lowest rating. Overall, the challenges encountered were moderately serious ($M = 2.57$), with home-related issues being the main concern. Teachers frequently employed various interventions ($M = 4.02$), notably remedial instruction, policy awareness, and enhanced collaboration with parents and stakeholders. The study concludes that Araling Panlipunan instruction in the district is largely effective, supported by skilled teachers and consistent instructional practices, though improvements in instructional resources and stronger home-school partnerships are necessary to further improve learning outcomes.

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Keywords: *Araling Panlipunan, instructional effectiveness, elementary teachers, teaching challenges, instructional interventions*

Introduction

Studying history is important for understanding society and how humans have developed over time. It gives us a glimpse into how cultures have evolved, which is key for being an informed citizen (Trisiana et al., 2025). Learning history helps you think critically and understand the timeline of events, which is great for analyzing how societies work (Horálek & Distler, 2024; Zuurmond et al., 2023). In the Philippines, Araling Panlipunan plays a significant role in shaping democratic citizens by boosting cultural awareness and civic responsibility (Lyu, 2024; Mutchima et al., 2025). Social studies tackle societal issues with a mix of different approaches, promoting global citizenship (Chan et al., 2021; Santamaría-Cárdaba et al., 2024). Good teaching is crucial for developing learners who are ready to compete globally, equipped with critical thinking and a sense of social responsibility (Mutchima et al., 2025; Zhou et al., 2024). History helps students understand how social systems have changed over time and how the past affects the present (Alic & Bual, 2021). In the Philippines, Araling Panlipunan is all about instilling civic values and political awareness, which are essential for engaging in democracy (Langcuyan et al., 2024; Panga et al., 2025). Social studies prepare learners to deal with complex issues both locally and globally (Chan et al., 2021). Effective teaching strategies are key to developing students who are good at critical thinking and responsible citizenship (Langcuyan et al., 2024; K. P. Panga et al., 2025).

The Philippine Department of Education promotes Araling Panlipunan in the K-12 curriculum to help students develop holistically and become literate in social studies (K. P. Panga et al., 2025). To teach effectively, educators need to get creative with their methods to keep students engaged, even when time and academic pressures are tight (K. Panga et al., 2025). It is crucial to integrate literacy initiatives to close any comprehension gaps (Langcuyan et al., 2024), and professional development is key to overcoming teaching challenges (M Joe, 2021; K. P. Panga et al., 2025). In Nueva Vizcaya's Eastern Kayapa District, there is a focus on strengthening Araling Panlipunan instruction. Researchers are looking into teachers' experiences at schools like Pingkian Central School to boost engagement and outcomes, considering the local sociocultural context (Villanueva, 2021). By understanding these practices, we can tailor professional development and materials to meet community needs, aligning with the national goal of providing contextually relevant, quality education.

This study does not clearly outline a research gap, jumping straight from the importance of Araling Panlipunan to the researcher's interest in the subject. It would be helpful to highlight the lack of local studies on the effectiveness of Araling Panlipunan instruction in the Eastern Kayapa District. In addition, it should address the absence of comprehensive evaluations of factors affecting teaching, such as instructional methods, resources, administrative support, the school environment, and community involvement. There is also insufficient evidence on the specific challenges teachers face and a lack of localized, evidence-based intervention strategies to address them. This gap points to the need for data-driven recommendations to help educators and policymakers improve instruction in the district.

Research Questions

This study aimed to assess the effectiveness of Araling Panlipunan instruction in the Eastern Kayapa District of Nueva Vizcaya. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of age, gender, civil status, teaching position, highest educational attainment, years in service, and level of seminars attended?
2. To what extent were the general objectives of Araling Panlipunan realized in the Eastern Kayapa District?
3. What are the determinants affecting the effectiveness of Araling Panlipunan instruction in terms of methods and techniques, materials and devices, assessment tools, administrative support, supervisory support, classroom discipline, school environment, home environment, community environment, and instructional media?
4. What are the problems encountered by teachers in teaching Araling Panlipunan in terms of: school factors, home factors; and community factors?
5. What interventions do teachers undertake to address the problems encountered in teaching Araling Panlipunan?

Methodology

2.1 Research Design

This study employed a descriptive survey research design to assess the effectiveness of Araling Panlipunan instruction in the Eastern Kayapa District, Nueva Vizcaya. The descriptive-survey design was deemed appropriate because it systematically gathered quantitative data regarding teachers' demographic profiles, the realization of the general objectives of Araling Panlipunan, determinants influencing instruction, hindrances encountered during the teaching-learning process, and the measures undertaken by teachers to address these challenges. This design enabled the researcher to describe existing instructional practices and generate evidence-based recommendations for enhancing the quality of Araling Panlipunan instruction within the district.

2.2 Research Locale

This study was conducted in the Eastern Kayapa District, Nueva Vizcaya, specifically among the public elementary schools within the district during the School Year 2025–2026. The district was selected because it represents a diverse educational setting in which Araling Panlipunan is taught under varying school conditions and instructional contexts. Moreover, the researcher is affiliated with one of the schools in the district, providing accessibility to the respondents and facilitating efficient data collection while ensuring adherence to ethical research standards. The findings are intended to provide localized evidence that may serve as a basis for improving instructional practices and educational support programs in the district.

2.3 Research Participants

The respondents of the study consisted of 20 public elementary school teachers teaching Araling Panlipunan from the 19 public elementary schools in the Eastern Kayapa District, Nueva Vizcaya, Philippines. Respondents were selected through simple random sampling to ensure that every eligible teacher had an equal opportunity to participate in the study. Their demographic characteristics—including age, gender, civil status, teaching position, highest educational attainment, performance rating, years of teaching experience, and level of seminars attended—were gathered to provide a comprehensive description of the participants and to support the interpretation of the findings.

2.4 Research Instrument

The primary instrument used in this study was a researcher-developed structured questionnaire designed to gather data relevant to the study objectives.

The questionnaire consisted of several sections covering the respondents' demographic profile, realization of the general objectives of Araling Panlipunan, effectiveness of instructional determinants, hindrances encountered in teaching, and measures undertaken to address these challenges. Prior to its administration, the instrument underwent content validation by research experts and experienced educators to ensure clarity, relevance, and alignment with the study objectives. A pilot test was also conducted among teachers outside the actual respondents to determine the instrument's reliability, and necessary revisions were incorporated based on expert recommendations and pilot-testing results before the final administration.

2.5 Data Gathering Procedure

Permission to conduct the study was first obtained from the appropriate educational authorities, including the Schools Division Office, District Supervisor, and school heads of the participating schools. After securing the necessary approvals, the researcher personally distributed the questionnaires to the identified teacher respondents and explained the purpose of the study, including the procedures for answering the instrument. Adequate time was provided for respondents to complete the questionnaire, after which the completed instruments were immediately retrieved. To ensure the accuracy and completeness of the collected data, unstructured interviews were conducted with selected respondents to validate and clarify their responses when necessary. The collected data were then organized, coded, tabulated, and prepared for statistical analysis.

2.6 Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive statistical tools. Frequency counts and percentages were utilized to describe the demographic characteristics of the respondents. Weighted mean was employed to determine the extent of realization of the general objectives of Araling Panlipunan, the effectiveness of instructional determinants, the seriousness of hindrances encountered, and the frequency of measures undertaken by teachers. The corresponding qualitative interpretations based on the study's five-point Likert scale were used to explain the obtained mean scores and facilitate meaningful interpretation of the findings.

2.7 Ethical Considerations

This study strictly adhered to established ethical principles in educational research. Participation was entirely voluntary, and informed consent was obtained from all respondents before data collection.

Participants were informed of the objectives of the study, their right to decline participation or withdraw at any time without penalty, and the confidentiality of their responses. Personal identifiers were excluded from the data analysis to protect respondents' privacy, and all collected information was used solely for academic and research purposes. The researcher also ensured honesty, objectivity, and integrity throughout the conduct of the study and the reporting of its findings.

Profile of the Respondents

Table 1. Demographic Profile of the Respondents

Variable	Category	Frequency (f)	Percentage (%)
Age	25–30 years	5	25.00
	31–35 years	8	40.00
	36–40 years	4	20.00
	51 years and above	3	15.00
Gender	Male	3	15.00
	Female	17	85.00
Civil Status	Single	5	25.00
	Married	15	75.00
Teaching Position	Teacher I	6	30.00
	Teacher III	13	65.00
	Master Teacher I	1	5.00
Highest Educational Attainment	Bachelor's Degree	4	20.00
	With Master's Units	2	10.00
	Master's Degree	12	60.00
	With Doctoral Units	1	5.00
	Doctoral	1	5.00

	Degree		
Years in Service	1–5 years	11	55.00
	6–10 years	6	30.00
	11–15 years	3	15.00
Highest Level of Seminars Attended*	International	2	10.00
	National	16	80.00
	Regional	18	90.00
	Division	20	100.00
	District	20	100.00
	School	20	100.00

Table 1 presents the demographic profile of the respondents. The findings indicate that most of the Araling Panlipunan teachers were 31–35 years old (40.00%), suggesting that the majority are in the early to middle stages of their teaching careers. Female teachers comprised the largest proportion of the respondents (85.00%), while most were married (75.00%). In terms of professional rank, Teacher III was the most common position (65.00%), indicating that many respondents had already attained higher teaching ranks through experience and professional development. Regarding educational attainment, the majority (60.00%) had completed a master's degree, reflecting their commitment to continuing professional education. More than half of the respondents (55.00%) had 1–5 years of teaching experience, indicating a relatively young teaching workforce. Furthermore, all teachers had participated in school-, district-, and division-level seminars, with many also attending regional and national training programs. Overall, the demographic profile suggests that the respondents are academically qualified, professionally active, and continuously engaged in capacity-building activities, which may positively influence the effectiveness of Araling Panlipunan instruction in the district.

Table 2. Extent of Realization of the General Objectives of Araling Panlipunan

General Objectives	Mean	SD	Interpretation
1. Nagpapakita ng pagmamahal sa Diyos at sa kapwa	4.20	0.71	Realized

2. Naipagmamalaki ang pambansang pagkakakilanlan	4.16	0.74	Realized
3. Nagpapamalas ng kakayahan sa pangangalaga sa kapaligiran	4.13	0.76	Realized
4. Nagpapakita ng positibong saloobin tungo sa paggawa	4.07	0.79	Realized
5. Nagpapakita ng mga kasanayan sa mga hamon ng pagbabago sa daigdig	4.05	0.81	Realized
6. Nagtatamasa ng mga karapatan at gumaganap ng mga tungkulin bilang Pilipino	4.00	0.83	Realized
Overall Mean	4.10	0.77	Realized

Table 2 shows that the general objectives of Araling Panlipunan were realized, with an overall mean of 4.10 (SD = 0.77). Among the indicators, "Nagpapakita ng pagmamahal sa Diyos at sa kapwa" obtained the highest mean (M = 4.20, SD = 0.71), indicating that teachers consistently promote the values of respect, compassion, and social responsibility in their instruction. Meanwhile, "Nagtatamasa ng mga karapatan at gumaganap ng mga tungkulin bilang Pilipino" received the lowest mean (M = 4.00, SD = 0.83), although it remained within the realized level. The findings suggest that teachers effectively implement the intended goals of Araling Panlipunan by fostering civic values, national identity, environmental awareness, and responsible citizenship among their learners. These results support previous studies emphasizing that effective Araling Panlipunan instruction strengthens learners' civic competence, cultural awareness, and critical thinking through meaningful and value-oriented learning experiences (Langcuyan et al., 2024; Panga et al., 2025; Trisiana et al., 2025).

Table 3. Determinants Affecting Araling Panlipunan Instruction

Domain	Mean	SD	Interpretation
Methods and Techniques	4.14	0.66	Effective
Materials and Devices	3.91	0.71	Effective
Assessment Tools	4.23	0.62	Very Effective
Administrative Support	3.68	0.76	Effective
Supervisory Support	4.11	0.67	Effective
Classroom Discipline	3.43	0.84	Effective
School Environment	4.08	0.69	Effective
Home Environment	3.48	0.81	Effective
Community Environment	3.46	0.80	Effective
Media	3.33	0.86	Moderately Effective
Overall Mean	3.79	0.74	Effective

Table 3 indicates that the determinants affecting Araling Panlipunan instruction were generally effective, with an overall mean of 3.79 (SD = 0.74). Among the domains, Assessment Tools obtained the highest mean (M = 4.23, SD = 0.62), indicating that teachers effectively utilize various assessment strategies to monitor learners' progress. This was followed by Methods and Techniques (M = 4.14) and Supervisory Support (M = 4.11), suggesting that appropriate instructional strategies and school leadership contribute positively to classroom instruction. In contrast, media recorded the lowest mean (M = 3.33, SD = 0.86), indicating that the availability and utilization of instructional media remain areas for improvement. Overall, the findings suggest that teachers demonstrate effective instructional practices despite the limitations of educational resources. These results are consistent with previous studies showing that effective teaching methods, appropriate assessment practices, supportive school leadership, and adequate instructional resources contribute to improved teaching quality and student learning outcomes (Joe, 2021; Ortega & Guzman, 2023; Panga et al., 2025).

Table 4. Problems Encountered in Teaching Araling Panlipunan

Domain	Mean	SD	Interpretation
School Factors	2.52	0.82	Slightly Serious
Home Factors	2.84	0.75	Moderately Serious
Community Factors	2.35	0.79	Slightly Serious

Table 4 reveals that the problems encountered in teaching Araling Panlipunan were generally slightly serious, with an overall mean of 2.57 (SD = 0.79). Among the identified domains, Home Factors recorded the highest mean ($M = 2.84$, $SD = 0.75$), indicating that limited parental support, inadequate learning resources at home, and home-related challenges were the most common concerns experienced by teachers. School Factors ($M = 2.52$) and Community Factors ($M = 2.35$) were both interpreted as slightly serious, suggesting that these issues were present but less pronounced. The findings imply that learners' home environments continue to influence the effectiveness of classroom instruction and may affect students' engagement and academic performance. These findings support earlier studies emphasizing that parental involvement, supportive home learning environments, and strong school-community partnerships are important factors in promoting effective teaching and improving learners' educational outcomes (Langcuyan et al., 2024; Chan et al., 2021; Zhou et al., 2024).

Table 5. Interventions Undertaken by Teachers to Address the Problems Encountered

Intervention	Mean	SD	Interpretation
Awareness of school policies, rules, and standards	4.17	0.68	Often
Remedial teaching is provided to low-performing pupils	4.15	0.69	Often
Implement intervention plans based on pupils' weaknesses	4.12	0.71	Often
Motivate parents to support school programs and	4.09	0.73	Often

activities			
Encourages regular school attendance	4.07	0.74	Often
Maintains good relationships with stakeholders	4.05	0.75	Often
Gives recognition to cooperative parents	4.03	0.76	Often
Gives and checks homework for home study	4.01	0.78	Often
Establishes good communication with parents and stakeholders	4.00	0.79	Often
Develops good study habits among pupils	3.56	0.91	Often
Overall Mean	4.02	0.75	Often

Each intervention reflects teachers' frequent engagement ("often") in actions aimed at addressing the educational challenges they encounter in their classrooms and schools. These include policy awareness, tailored remedial teaching, parent involvement, fostering attendance, stakeholder communication, and promoting study habits.

The overall mean score of 4.02 (on a presumed Likert scale where this approximates "Often") indicates consistent use of these interventions by teachers. Notably, the highest mean scores relate to policy awareness and remedial teaching for low-performing students, highlighting their priority in intervention efforts. This table aligns with broader research emphasizing that effective classroom management and teacher involvement — including communication with stakeholders, targeted academic support, and relationship building — significantly contribute to improving learning environments and student outcomes (Afriadi & Fitri, 2025; Kurniadi & Ismanto, 2025). Encouraging parental support and establishing good communication channels, particularly resonate with findings on how positive teacher–student and teacher–parent relationships underpin successful educational interventions (Sinaga, 2024).

Conclusion

This study assessed the effectiveness of Araling Panlipunan instruction in the Eastern Kayapa District,

Nueva Vizcaya, by examining the demographic profile of teachers, the extent of realization of the subject's general objectives, the determinants affecting instruction, the problems encountered, and the interventions undertaken by teachers. The findings revealed that the respondents were generally academically qualified and professionally active, with most having earned a master's degree and regularly participating in professional development activities. The general objectives of Araling Panlipunan were realized to a high extent, indicating that teachers effectively promoted civic responsibility, national identity, environmental awareness, and values formation among learners. The determinants influencing instruction were generally effective, particularly in terms of assessment practices, instructional strategies, and supervisory support, although the availability and utilization of instructional media require further improvement. While the problems encountered were generally slight, home-related factors emerged as the most significant challenge, highlighting the importance of parental support and a conducive home learning environment. Overall, the interventions implemented by teachers were frequently practised, demonstrating their commitment to addressing instructional challenges and improving the quality of Araling Panlipunan instruction.

Recommendation

Based on the findings, school administrators should continue supporting teachers through sustained professional development programs that strengthen innovative teaching strategies, classroom assessment practices, and the integration of technology and instructional media in Araling Panlipunan. The Department of Education and school leaders should allocate additional resources to improve the availability of instructional materials and digital learning tools that enhance classroom instruction. Schools are also encouraged to strengthen partnerships with parents and community stakeholders through regular communication, parent education programs, and collaborative school activities to address home-related challenges that affect student learning. Teachers should continue implementing effective interventions, such as remedial instruction, learner monitoring, and parent engagement, while regularly evaluating their instructional practices to ensure continuous improvement. Finally, future researchers may replicate this study in other districts or larger populations and employ inferential statistical analyses to further examine the factors influencing the effectiveness of Araling Panlipunan instruction and generate more

comprehensive evidence for educational policy and practice.

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