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## Challenges and Coping Strategies of Out-of-Field Araling Panlipunan Teachers: Basis for Continuing Professional Development Course

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### ABSTRACT

The outdated background of the teachers handling Araling Panlipunan poses problems that internalize and aggravate learning outcomes and the education system. Subject mastery, effective teaching and student interest are some areas lacking for most unqualified teachers. The purpose of this study was to determine how out-of-field Araling Panlipunan teachers out of these difficulties and what strategies they used to cope. A qualitative phenomenological approach was chosen and data were collected from ten teachers who were teaching outside their specialization from secondary schools in Lutayan District 1 and 2 in the Division of Sultan Kudarat. Through insufficient content knowledge subject mastery, a lack of sufficient appropriate pedagogy, professional conflict and role construction curriculum interface and resource insufficiency were all gaps thoroughly analyzed. These gaps were addressed through self-directed learning, instructional research, team work and practice teaching, which resilience accompanied with technology helps. With all barriers facing educators, they personally saw value in transforming their teaching practices resulting in them becoming more devoted to teaching, fostering strong emotional relationships with students, and broadening the scope of education towards facilitating learners from all backgrounds. Based on the findings, an Enhanced Pedagogical Approach Professional Development Course was designed to provide comprehensive support for out-of-field teachers. Teachers employed self-directed learning, research, collaboration, adaptive instruction, resilience, and technological integration to address these difficulties. Despite these challenges, teachers gained valuable professional insights, including personal transformation, continuous learning, enhanced student connections, and a stronger commitment to inclusive and accessible education. Based on these findings, a Professional Development Course was designed to equip out-of-field teachers with enhanced pedagogical approaches, curriculum adaptation strategies, and role adjustment techniques to improve instructional effectiveness. This study underscores the importance of structured training, institutional support, and capacity-building programs in addressing the needs of out-of-field teachers and ensuring quality education.

### INTRODUCTION

Out-of-field teaching remains a persistent challenge in the education sector, particularly when teachers are assigned subjects outside their specialization. In the context of Araling Panlipunan, this issue can significantly affect students' academic performance and the overall quality of instruction. Teachers without formal qualifications or subject expertise often face difficulties in delivering complex content, fostering student engagement, and facilitating meaningful learning experiences. These limitations can lead to learning gaps, hinder academic development, and compromise the goals of the K-12 curriculum in the Philippines (Katigba & Andal, 2023). Internationally, similar challenges have been observed. In countries such as the United States and Britain, educators without proper qualifications in social studies may struggle to address historical and societal complexities, limiting students' critical thinking and analytical skills (Adam *et al.*, 2018). In Ghana, diverse educational backgrounds among teachers exacerbate the prevalence of out-of-field teaching in social studies, leading to challenges in concept mastery and classroom engagement (Abudulai, 2020).

### LITERATURE REVIEW

Out-of-field teachers are also challenged while teaching beyond their field. A study by Arendain and Limpot (2022) listed out-of-field teachers' experiences, such as ensuring that they review the topic before teaching it, where it is hard for teachers to teach a subject they are unfamiliar with. It will take time to study the lesson thoroughly. In connection, a study by Asante *et al.* (2023) highlighted that teachers' credentials, subject knowledge, proficiency, pedagogical expertise, and willingness play pivotal roles in shaping the success of the classroom experience. Research findings underscore the critical importance of teachers possessing deep content knowledge, as highlighted in studies on Pedagogical Content Knowledge (PCK). A thorough understanding of the subject enables teachers to effectively impart knowledge and foster critical thinking skills among students (Rashid, 2023). Despite the importance of pre-designing quality lesson activities, Social Studies teachers may struggle to develop well-structured lesson plans that effectively guide learning progression (Bin-Hady & Abdulsafi, 2018). Nonetheless, lesson planning remains a systematic process that

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teachers use to determine what and how students should know (Alanazi, 2019). However, Andrews and Aydin (2020) highlighted in their review of teacher education programs that students have limited opportunities to develop these essential skills and perspectives. It poses a significant challenge, particularly for Social Studies teachers, who require a deep understanding of these concepts to effectively engage students in exploring societal issues and promoting civic competence. Research on negative emotions, particularly in language learning, has garnered significant attention, focusing on affective responses such as anxiety and shame within foreign language (FL) classrooms (Teimouri, 2018). Quitoras and Abuso (2021) conducted a study on the best practices of higher education institutions (HEIs) for developing research culture in the Philippines, highlighting research capability training as one of the most effective practices). For instance, Colomo-Magaña *et al.* (2020) surveyed 123 trainee teachers who participated in a flipped-top classroom model during the 2019/2020 academic year. They found that this flexible approach facilitated students' learning and enhanced their oral communication skills.

**MATERIALS AND METHODS**

**Research Design**

This study utilized a qualitative phenomenological research design, which focuses on understanding individuals' experiences and the meanings attached to those experiences. This approach aligns with the study's essence, which aims to explore the challenges and coping strategies of out-of-field Araling Panlipunan teachers. By employing the qualitative phenomenological approach,

we seek to uncover the intricate layers of how these teachers view and feel about their roles. As Aspers and Corte (2021) noted, qualitative research is an iterative process that contributes to the scientific community by revealing new insights and distinctions through a closer examination of the phenomenon under study. Merriam and Tisdell (2016) further emphasize the value of qualitative research in understanding how individuals construct their realities and assign meaning to their experiences, which directly relates to your focus on the perspectives and interpretations of out-of-field teachers.

**Locale of the Study**

The study was conducted in secondary schools located in Lutayan Districts 1 and 2 within the Division of Sultan Kudarat. Lutayan District 1 encompasses one secondary school, Antong Integrated School, while Lutayan District 2 comprises three: Lutayan National High School, Palavilla Integrated School, and Sisiman Integrated School.

**Participants of the Study**

This study's participants were 10 out-of-field Araling Panlipunan Teachers from secondary schools in Lutayan Districts 1 and 2 within the Division of Sultan Kudarat. These teachers were considered the most appropriate respondents because the study focuses on their struggles and coping mechanisms as they teach this subject outside their expertise. By selecting these teachers as participants, the research has gained insights into their experiences and challenges, informing potential interventions and support mechanisms to address the future out-of-field teaching issue.

**Table 1:** Profile of the Participants

	<b>Participant</b>	<b>Gender</b>	<b>Degree</b>	<b>Length of Service</b>
1	Participant 1	Female	MBA	3 Years
2	Participant 2	Female	BSED English	11 Years
3	Participant 3	Female	BSED Filipino	12 Years
4	Participant 4	Female	BSED English	13 Years
5	Participant 5	Female	BSED SCIENCE	6 Years
6	Participant 6	Male	BSED Mathematics	3 Years
7	Participant 7	Male	BSED Filipino	11 Years
8	Participant 8	Male	BEED	14 Years
9	Participant 9	Male	BSED English	10 Years
10	Participant 10	Female	BSED English	13 Years

**Sampling Technique**

This study employed purposive sampling, which was rooted in methodological rigor and alignment with the research objectives. Arikunto (2010) explains that purposive sampling is a deliberate approach beyond traditional demographic considerations. Instead, it focuses on selecting participants based on specific criteria that serve the study's purpose. This technique was well-suited for capturing the various experiences of out-of-field Araling Panlipunan teachers' challenges and coping strategies.

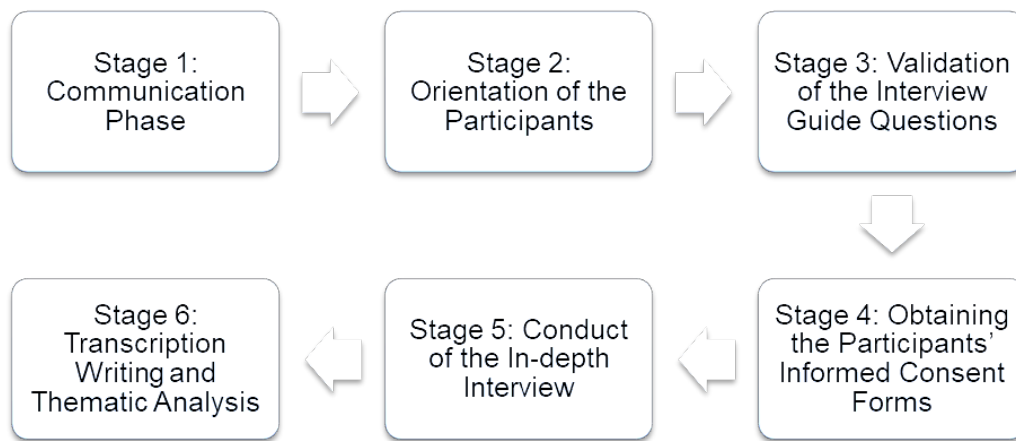
**Research Instruments**

The primary instrument for data collection in this study was semi-structured interviews. This was chosen to gather rich and in-depth information from participants, allowing exploration of their personal experiences, attitudes, perceptions, and beliefs concerning the topic of interest (DeJonckheere *et al.*, 2019).

**Data Collection**

In this descriptive phenomenological study, data gathering

followed a systematic and rigorous process to explore the meaning of participants' experiences.



**Figure 1:** Data Collection

**Data Analysis Method**

The researcher has used thematic analysis for this study. Braun and Clarke (2006) stated that thematic analysis emphasizes identifying, analyzing, and reporting patterns (themes) within the data.

**RESULTS AND DISCUSSION**

**Presentation of Findings**

This section presents the study's results. The following presentation explores the lifeworld of non-native educators in executing the education program for indigenous peoples. Finding significant statements, developing preliminary themes, locating clustered themes,

and finally identifying the emerging themes are all steps in the Thematic Analysis process.

**Challenges of Out-Of-Field Teachers Teaching Araling Panlipunan**

Twelve (12) clustered themes were used to formulate the four (4) emerging themes found after a thorough data analysis and interpretation process. It was revealed that the challenges of out-of-field araling panlipunan teachers included limited content knowledge and subject mastery, insufficient pedagogical and instructional strategies, professional mismatch and role adaptation, and curriculum and resource gaps.

**Table 2:** Themes on the Challenges Encountered by Out-of-Field Araling Panlipunan Teachers

Emerging Theme	Clustered Themes	Codes
Limited Content Knowledge and Subject Mastery	- Lack of deep/specialized knowledge - Difficulty with historical details - Limited familiarity with subject conten	"Lack of familiarity", "limited content knowledge" "lack of deep knowledge"
Insufficient Pedagogical and Instructional Strategies	- Need for extensive research and lesson preparation - Difficulty adapting teaching methods - Lack of effective strategies to engage students	"Need to read and do research," "Lack of strategy," "Extra time and effort."
Professional Mismatch and Role Adaptation	- Lack of confidence - Teaching outside one's area of specialization - Difficulty adjusting to new learner profiles - Role conflict and professional mismatch	"Lack of confidence," "first time teaching," "profession mismatched," "Struggle to transform myself."
Curriculum and Resource Gaps	- Uncertainty about curriculum coverage - Insufficient teaching materials and guides	"I don't know the coverage," "Insufficient resources," "The teacher's guide is insufficient."

**Emerging Theme 1**

Limited Content Knowledge and Subject Mastery-Limited content knowledge refers to an insufficient understanding of a subject's fundamental concepts, principles, and facts. This makes it difficult for individuals to explain key ideas clearly, connect related topics, and respond to higher-order thinking questions. This theme is characterized by three (3) clustered themes: a lack of

deep/specialized knowledge, difficulty with historical details, and limited familiarity with subject content. This theme is characterized by three (3) clustered themes: a lack of deep/specialized knowledge, difficulty with historical details, and limited familiarity with subject content. Out-of-field teachers describe their challenges in teaching Araling Panlipunan as limited content knowledge and subject mastery when they said:

“Okay, so the challenge that I may encounter in teaching Araling Panlipunan and Social Studies is that I have limited familiarity with the topic since I am an out-of-field teacher. Social Studies is historically based and relies on factual events that happened in the past. It was a challenge, but not a big challenge since we had minor subjects in college that gave us an overview or introduction to Social Studies, Humanities, Sociology, Philosophy, and Political Science. These subjects relate to my strand, the Humanities and Social Sciences.” P1

**Emerging Theme 2**

Insufficient Pedagogical and Instructional Strategies -Insufficient pedagogical and instructional strategies refer to ineffective teaching methods and techniques needed to facilitate meaningful learning experiences. This theme is characterized by three (3) clustered themes: the need for extensive research and lesson preparation, difficulty adapting teaching methods, and a lack of effective strategies to engage students. Out-of-field teachers describe their challenges in teaching Araling Panlipunan as having insufficient pedagogical and instructional strategies when they said: “We need to read and do research before entering the classroom... Because we cannot teach properly if we have not read thoroughly...” P3

**Emerging Theme 3**

Professional Mismatch and Role Adaptation-Professional mismatch and role adaptation refer to educators’ challenges when their skills, qualifications, or expertise do not align with their assigned teaching roles. This theme is characterized by four (4) clustered themes: lack of confidence, teaching outside one’s area of specialization, difficulty adjusting to new learner profiles, and role conflict and professional mismatch. This theme is characterized by four (4) clustered themes: lack of confidence, teaching outside one’s area of specialization, difficulty adjusting to new learner profiles, and role conflict and professional mismatch. Out-of-field teachers describe their challenges in teaching Araling Panlipunan as a professional mismatch and role adaptation when they say: “First, I would have a very difficult experience teaching Araling Panlipunan. I also lack confidence because it is my first time teaching Araling Panlipunan, and it is in grade 10, so it is very hard for me to teach. Aside from having this English from the beginning of my career in DepEd, it is so shocking that I have one unit for Araling

Panlipunan. It has something to do with the content. I think the content of the Araling Panlipunan is good. Uh, unlike in English. So, that is the content.” P4

**Emerging Theme 4**

Curriculum and Resource Gaps-Curriculum and resource gaps refer to deficiencies in educational programs, materials, and tools that hinder effective teaching and learning. Curriculum gaps occur when a curriculum’s content, scope, or sequence does not fully align with learning objectives, student needs, or real-world applications. It can lead to difficulties in achieving desired educational outcomes. This theme is characterized by two (2) clustered themes: uncertainty about curriculum coverage and insufficient teaching materials and guides. This theme is characterized by two (2) clustered themes: uncertainty about curriculum coverage and insufficient teaching materials and guides.

Out-of-field teachers describe their challenges in teaching Araling Panlipunan as a professional mismatch and role adaptation when they say: “Yes. So, first of all, the most important thing, especially if you are not majoring in social studies, is that you do not know the coverage of social studies. What are they teaching? First grading, second grading, third grading, fourth grading. You also have no idea about the previous grades and the next level of grades. So, that is one of the most important things. And of course, after that, even the resources, what are the most accurate resources? What is the best way to be a good tutor? For example, grade 7. What resources will you use first? K-12 is hard because although there are curricula, the learner’s materials—including the PG and the teacher’s guide—are insufficient and unrelated. It is extremely difficult.”P9

**Coping Strategies Employed by Out-of-Field Teachers in Araling Panlipunan**

Seven (7) emerging themes were derived from eighteen (18) clustered themes following data analysis and interpretation. It was revealed that out-of-field teachers described their coping strategies for teaching Araling Panlipunan as self-directed learning, research, and resourcefulness; professional collaboration and seeking assistance; adaptive instruction and interactive strategies; acceptance, resilience, and a positive mindset; multimedia and technological integration for engagement; community outreach and problem-solving; and adjusting teaching goals and expectations.

**Table 3:** Themes on coping Strategies of Out-of-Field Teachers in teaching Araling Panlipunan

Emerging Theme	Clustered Themes	Codes
Self-Directed Learning, Research, and Resourcefulness	- Reading books, online articles, textbooks, academic articles - Researching online - Watching documentaries and educational videos	“Reading books,” “online articles,” “researching,” “read textbooks,” “and “watching educational videos.”

Professional Collaboration and Seeking Assistance	- Asking co-teachers and Social Studies majors for help - Seeking advice and support from colleagues	“Asking Social Studies majors for help,” “asking my co-teachers,” “asked for advice,” and “asked help from an economics teacher.”
Adaptive Instruction and Interactive Strategies	- Updating and adjusting teaching skills - Adapting lessons to students’ capabilities - Using role-play, inductive methods, dramatization, and real-life examples	“Update our skills,” “adjust and update,” “assess the children’s capabilities,” “adapt our Lessons,” “role-playing,” “inductive methods,” and “real-life situations.”
Acceptance, Resilience, and Positive Mindset	- Accepting the situation - Challenging oneself and encouraging self-growth - Emphasizing flexibility and not giving up	“Accepting the situation,” “challenging myself,” “encouraging myself,” “being flexible,” and “don’t give up.”
Multimedia and Technological Integration for Engagement	- Using Social Studies websites, video presentations, and downloadable lessons - Incorporating visual aids such as PowerPoint presentations, documentaries, and maps	“Social Studies websites,” “video presentations,” “multimedia materials,” “video clips,” “PowerPoint presentations,” “visual aids,” “maps”
Community Outreach and Problem-Solving	- Applying problem-solving skills in real-life contexts - Home visiting and communicating with families to support students	“Problem-solving skills,” “home visit,” “communicate with them online,” “give them the support”
Adjusting Teaching Goals and Expectations	- Modifying expectations and teaching goals - Adjusting lesson plans and preparation time - Flexibility in addressing topics and content alignment	“Adjust my expectations,” “Modify my expectations and teaching goals,” “Still adjusting,” “Divert that lesson,” “Biggest adjustment in the time I dedicate.”

**Emerging Theme 1**

Self-Directed Learning, Research, and Resourcefulness- Self-directed learning, research, and resourcefulness refer to an individual’s ability to acquire knowledge, develop skills, and solve problems independently. Self-directed learning involves setting personal learning goals, identifying resources, and actively engaging in continuous professional or personal development without relying solely on formal instruction. Research entails systematically investigating topics, analyzing information, and applying findings to enhance understanding and teaching effectiveness. This theme is characterized by three (3) clustered themes: reading books, online articles, textbooks, and academic articles; researching online; and watching documentaries and educational videos. Out-of-field teachers describe their coping strategies in teaching Araling Panlipunan as self-directed learning, research, and resourcefulness when they said:  
“I navigate these difficulties by reading books, online articles, and artifacts related to my topic to discuss.”  
P3: “We overcame the difficulties we experienced through reading, researching, and, of course, asking Social Studies majors for help...” P1

**Emerging Theme 2**

Professional Collaboration and Seeking Assistance- Professional collaboration and seeking assistance refer to educators’ proactive engagement in working with colleagues, mentors, and experts to enhance teaching effectiveness and address classroom challenges. Professional collaboration involves sharing best practices, co-developing lesson plans, participating in team teaching, and engaging in professional learning communities to foster continuous growth. Seeking assistance means

recognizing the need for support and contacting peers, administrators, or experts for guidance, mentorship, or resources. Two (2) clustered themes characterize theme 2: Asking co-teachers and Social Studies majors for help, and seeking advice and support from colleagues  
Out-of-field teachers describe their coping strategies in teaching Araling Panlipunan as professional collaboration and seeking assistance when they said:  
“...and, of course, asking Social Studies majors for help...” P3  
P4: “Maybe, ma’am, in my experience, I am asking one of my co-teachers in Araling Pandipunan 10, I ask her details, the lesson plan, everything about Araling Panlipunan, and I make adjustments...”  
“So, in overcoming my difficulties in teaching Araling Panlipunan, I have first asked my co-teacher for advice from her and some other Araling Panlipunan teachers. Yes.” P4  
“To overcome this, I asked for help from economics teacher...” P6

**Emerging Theme 3**

Adaptive Instruction and Interactive Strategies- Adaptive instruction and interactive strategies refer to teaching approaches that adjust to students’ diverse needs while actively engaging them in learning. Adaptive instruction involves modifying teaching methods, content, or assessments based on students’ abilities, learning styles, and progress to ensure personalized and effective learning experiences. It may include differentiated instruction, scaffolding, or technology-driven learning tools. Interactive strategies focus on fostering student engagement through active participation, collaboration, and real-world applications. These strategies include discussions, problem-solving activities, group work, hands-

on learning, and digital tools to enhance interaction. Three (3) clustered themes characterize theme 3: updating and adjusting teaching skills, adapting lessons to students' capabilities, and using role-play, inductive methods, dramatization, and real-life examples.

Out-of-field teachers describe their coping strategies in teaching Araling Panlipunan as Adaptive Instruction and Interactive Strategies when they said:

"Ah... As teachers, we sometimes use strategies to make our teaching more effective. First, we assess the children's capabilities and adapt our lessons to match their capacity..." P3

#### Emerging Theme 4

Acceptance, Resilience, and Positive Mindset-Acceptance, resilience, and a positive mindset are key qualities that help individuals navigate challenges and maintain personal and professional growth. Theme 4 is characterized by three (3) clustered themes: accepting the situation, challenging oneself and encouraging self-growth, and emphasizing flexibility and not giving up.

#### Emerging Theme 5

Multimedia and Technological Integration for Engagement-Multimedia and technological integration for engagement refers to using digital tools, interactive platforms, and multimedia resources to enhance teaching and learning experiences. Technological integration extends this by utilizing educational technology, such as learning management systems, interactive whiteboards, gamified learning apps, and virtual simulations, to foster student participation and improve learning outcomes. Two (2) clustered themes characterize theme 5: using social studies websites, video presentations, and downloadable lessons, and incorporating visual aids such as PowerPoint presentations, documentaries, and maps

#### Emerging Theme 6

Community Outreach and Problem-Solving-Community

outreach and problem-solving refer to collaborative efforts to build connections between schools and the wider community to address educational and social challenges. Together, these practices foster a supportive environment, encourage collective responsibility for education, and create sustainable student and school development initiatives. Theme 6 is characterized by two (2) clustered themes: applying problem-solving skills in real-life contexts and home visiting and communicating with families to support students.

#### Emerging Theme 7

Adjusting Teaching Goals and Expectations-Adjusting teaching goals and expectations involves modifying instructional objectives, strategies, and performance standards to align with students' needs, learning progress, and evolving educational contexts. Teachers may adjust lesson plans, assessment methods, or instructional approaches to ensure that learning remains meaningful and achievable. Theme 7 is characterized by three (3) clustered themes: modifying expectations and teaching goals, adjusting lesson plans and preparation time, and being flexible in addressing topics and content alignment.

#### Insights and Professional Growth Derived from Teaching Challenges of Out-of-Field Araling Panlipunan Teachers

After the data analysis and interpretation, four (4) emerging themes were identified, which were formulated from fourteen (14) clustered themes. It was revealed that personal transformation and continuous learning, enhanced connection with students and commitment to educational values, professional growth, adaptability, enhanced teaching strategies, and commitment to inclusive, empowering, and accessible education were the descriptions of the future self-perceptions of Indigenous education programs implementing schools of non-native educators.

**Table 4:** Insights and Professional Growth Derived from Teaching Challenges

Emerging Theme	Clustered Themes	Codes
Personal Transformation and Continuous Learning	<ul style="list-style-type: none"> <li>- Resilience and personal growth</li> <li>- Continuous learning and evolving perspectives</li> <li>- Increased interest in current events and content</li> </ul>	"Remain focused, believe in ourselves, and stay inspired," "teaching is about growth, not perfection," "taught me Resilience and adaptability," "continue to learn," "developed a greater interest."
Enhanced Connection with Students and Commitment to Educational Values	<ul style="list-style-type: none"> <li>- Learning from students and their diverse life circumstances</li> <li>- Establishing deeper connections with students</li> <li>- Aspiring to be a positive role model and promote patriotism</li> </ul>	"Learn from our students", "connected me to my students", "good role model", "positive outlook on life"
Professional Growth, Adaptability, and Enhanced Teaching Strategies	<ul style="list-style-type: none"> <li>- Gaining insights from experience</li> <li>- Broadening professional horizons</li> <li>- Developing adaptive, resource- and student-centered methods</li> <li>- Renewed interest in research and self-learning</li> </ul>	"Experience is the best teacher," "broadened my horizon," "adaptive, resource- and student-centered," "develop better problem-solving and self-learning skills," and "interest in researching and gathering information."

Commitment to Inclusive, Empowering, and Accessible Education	<ul style="list-style-type: none"> <li>- Recognition that “education is for all”</li> <li>- Valuing quality education as a tool for empowerment</li> <li>- Bridging gaps in resources for marginalized and underserved communities</li> <li>- Promoting community values and citizenship</li> </ul>	“Education is for all,” “the importance of accessible education,” “quality education,” “a tool for empowerment,” and “teach them the value of education.”
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### Emerging Theme 1

Personal Transformation and Continuous Learning—Personal transformation and continuous learning refer to the ongoing process of self-improvement, skill development, and mindset growth, particularly in professional and educational settings. Continuous learning is the commitment to acquiring new knowledge, refining skills, and staying updated with advancements in education, technology, and pedagogy. The theme is characterized by four (4) clustered themes: gaining insights from experience, broadening professional horizons, developing adaptive, resource- and student-centered methods, and renewed interest in research and self-learning.

### Emerging Theme 2

Enhanced Connection with Students and Commitment to Educational Values—Enhanced connection with students and commitment to educational values mean fostering strong relationships with learners while upholding core principles promoting meaningful education. Commitment to educational values means upholding inclusivity, integrity, lifelong learning, and student-centered teaching. The theme is characterized by four (4) clustered themes: learning from students and their diverse life circumstances, establishing deeper connections with students, aspiring to be a positive role model, and promoting patriotism.

### Emerging Theme 3

Professional Growth, Adaptability, and Enhanced Teaching Strategies—Professional growth, adaptability, and enhanced teaching strategies refer to an educator’s continuous development, ability to adjust to changing educational demands, and improvement of instructional techniques to optimize student learning. Enhanced teaching strategies include refining lesson delivery, integrating innovative methodologies, and using evidence-based practices to improve student engagement and learning outcomes. The theme is characterized by three (3) clustered themes: gaining insights from experience, broadening professional horizons, developing adaptive, resource, and student-centered methods, and renewed interest in research and self-learning.

### Emerging Theme 4

Commitment to Inclusive, Empowering, and Accessible Education—Commitment to inclusive, empowering, and accessible education refers to an educator’s dedication to ensuring that all students, regardless of background, ability, or circumstance, have equal opportunities to learn,

grow, and succeed. Accessible education ensures that teaching materials, resources, and learning environments are designed to be usable by all students, including those with disabilities or other challenges. The theme is characterized by four (4) clustered themes: recognition that “education is for all”; valuing quality education as a tool for empowerment; bridging gaps in resources for marginalized and underserved communities, and promoting community values and citizenship

### Discussions

#### Challenges of Out-Of-Field Teachers Teaching Araling Panlipunan

It was revealed that limited content knowledge and subject mastery, insufficient pedagogical and instructional strategies, professional mismatch and role adaptation, and curriculum and resource gaps were the challenges of out-of-field araling panlipunan teachers.

#### Limited Content Knowledge and Subject Mastery

Limited content knowledge and subject mastery among educators can significantly impact teaching effectiveness and student learning outcomes. It aligns with the findings of Mafa-Theledi (2024), who emphasizes that teachers require a deep and flexible understanding of pedagogical content knowledge and subject matter content knowledge to facilitate meaningful learning. A strong grasp of content enables educators to help students create cognitive maps, connect concepts across disciplines, and apply knowledge to real-life contexts. Teachers may struggle to implement effective instructional strategies without adequate subject mastery, leading to comprehension and engagement gaps.

#### Insufficient Pedagogical and Instructional Strategies

Insufficient pedagogical and instructional strategies can significantly hinder student engagement and learning outcomes. Educators lacking effective teaching methods often struggle to address diverse learning styles, decreasing student motivation and achievement. It is consistent with Kyriakides *et al.* (2021), who highlight that effective teaching practices are universally beneficial, emphasizing the need for educators to adopt dynamic instructional strategies to enhance student learning outcomes. Therefore, as the University of Iowa (2024) emphasized, well-designed professional development programs enable educators to stay current with educational trends and improve teaching strategies, ultimately boosting student engagement.

#### Professional Mismatch and Role Adaptation

Professional mismatch and role adaptation refer to the

challenges educators face when their skills, qualifications, or experiences do not align with their assigned teaching roles, necessitating adjustments to meet job demands effectively. It agrees with Keller-Schneider *et al.* (2016), who explored whether first-career teachers (FCT) and second-career teachers (SCT) differ in how challenged they feel by typical professional demands associated with teaching.

### **Curriculum and Resource Gaps**

According to World Class Learning Systems (2024), curriculum gaps often arise due to the misalignment between prescribed educational content and students' varying learning levels, with studies showing that students in the same grade can have a learning disparity of up to seven years. This discrepancy can result in some students struggling with too advanced content while others disengage due to a lack of challenge. Additionally, the growing emphasis on integrating supplementary topics, such as Indigenous culture and sustainability, has sparked concerns that core subjects like mathematics and science may receive less focus, potentially exacerbating learning gaps (World Class Learning Systems, 2024; Herald Sun, 2024).

### **Coping Strategies Employed by Out-of-Field Teachers in Araling Panlipunan**

The emerging themes regarding the coping strategies of out-of-field Araling Panlipunan teachers are self-directed learning, research, and resourcefulness; professional collaboration and seeking assistance; adaptive instruction and interactive strategies; acceptance, resilience, and a positive mindset; multimedia and technological integration for engagement; community outreach and problem-solving; and adjusting teaching goals and expectations.

### **Self-Directed Learning, Research, and Resourcefulness**

Self-directed learning, research, and resourcefulness are interconnected components that empower individuals to take charge of their educational journeys, fostering autonomy and adaptability in various learning environments. Self-directed learning (SDL) involves learners taking the initiative to identify their learning needs, set goals, locate resources, and evaluate their progress.

### **Professional Collaboration and Seeking Assistance**

Khasawneh *et al.* (2023) examined the influence of teacher collaboration within Professional Learning Communities (PLCs) and found that such collaboration positively impacts professional growth and student achievement. Similarly, research by Sonsupap and Cojorn (2023) indicates that teachers who participate in collaborative professional development exhibit enhanced competence in designing activities that promote higher-order thinking among students. This collaborative approach enables educators to collectively address challenges and refine

their teaching methodologies.

### **Adaptive Instruction and Interactive Strategies**

According to Yu *et al.* (2024), integrating adaptive learning strategies with diverse teaching techniques improves learning-teaching by aligning content with students' existing knowledge and learning goals. Interactive strategies, on the other hand, promote active student participation through group discussions, problem-solving activities, and multimedia integration. Zhang *et al.* (2024) found that multimodal interactive teaching significantly improves student engagement and learning behaviors by creating a stimulating and dynamic classroom atmosphere. These strategies encourage collaboration, critical thinking, and practical application of knowledge, making learning more meaningful and effective (Zhang *et al.*, 2024).

### **Acceptance, Resilience, and Positive Mindset**

According to Reach Out Schools (2024), practicing acceptance allows individuals to shift from a victim mentality to a proactive approach, focusing on actionable steps and personal growth rather than dwelling on uncontrollable events. Acceptance, resilience, and a positive mindset are essential psychological attributes that enable individuals to navigate challenges effectively and maintain overall well-being. Acceptance refers to acknowledging and embracing circumstances beyond one's control, which can reduce stress and foster a sense of empowerment.

### **Multimedia and Technological Integration for Engagement**

Multimedia and technological integration in education involve incorporating digital tools and interactive media to enhance student engagement and learning outcomes. participation and academic achievement. A study by Suyono *et al.* (2024) examined the impact of interactive learning media on students' science achievements. The research utilized an experimental design, with the experimental group engaging with interactive media while the control group followed traditional methods. Findings revealed that students exposed to interactive learning media showed notable enhancements in understanding scientific concepts and overall academic performance.

### **Community Outreach and Problem-Solving**

According to a study published in the Journal of Community Engagement and Higher Education (2024), students who participated in community outreach projects related to natural hazards and risk management developed stronger communication and teamwork skills while making meaningful contributions to their communities. Similarly, the Communities That Care (CTC) prevention system has demonstrated the impact of structured community engagement in fostering youth development and reducing behavioral problems. Research indicates that communities implementing CTC programs experience improved social environments and sustain

positive outcomes over time (CTC, 2024). These findings highlight the effectiveness of evidence-based community outreach initiatives in promoting long-term community well-being.

### **Adjusting Teaching Goals and Expectations**

Darling-Hammond *et al.* (2020) emphasize that flexible, adaptive goal-setting is essential for differentiating instruction and narrowing achievement gaps, as it allows educators to respond to individual learning differences in real-time. Adjusting teaching goals and expectations is an ongoing, reflective process that enables educators to tailor instruction to meet diverse student needs effectively. Teachers can recalibrate their objectives by continually assessing student progress and integrating formative feedback, ensuring that learning remains challenging and attainable.

### **Insights and Professional Growth**

Derived from Teaching Challenges of Out-of-Field Araling Panlipunan Teachers- Teachers were personal transformation and continuous learning, enhanced connection with students and commitment to educational values, professional growth, adaptability, enhanced teaching strategies, and commitment to inclusive, empowering, and accessible education.

### **Personal Transformation and Continuous Learning**

Recent research underscores the transformative impact of education on adults. Sukri (2023) emphasizes that lifelong learning is pivotal for personal growth and adaptability, highlighting those educational experiences can lead to significant changes in identity, critical reflection, and emotional intelligence among adult learners. Moreover, integrating continuous improvement methodologies within educational settings has fostered sustainable change and personal growth. A toolkit developed by the Institute of Education Sciences (2025) outlines that sustainable change requires time, collective effort, and context-specific adaptations. This approach emphasizes that personal transformation is not an isolated endeavor but is supported by collaborative and iterative learning processes.

### **Enhanced Connection with Students and Commitment to Educational Values**

According to Riley (2023), students who perceive their teachers as supportive and understanding demonstrate higher motivation, engagement, and academic achievement. Commitment to educational values, including integrity, respect, and social responsibility, shapes a positive learning atmosphere. Blogs.glowscotland.org.uk (2023) highlights that educators who uphold these values create equitable and inclusive classrooms, promoting student well-being and academic perseverance. Moreover, lifelong learning and professional commitment among teachers serve as powerful examples for students, reinforcing the importance of continuous personal and intellectual

growth (TeachHub, 2023).

### **Professional Growth, Adaptability, and Enhanced Teaching Strategies**

Professional growth, adaptability, and the enhancement of teaching strategies are critical for educators to remain effective in an evolving educational landscape. A study by Al-Fadhli (2023) emphasized that university educators who engage in continuous learning experience greater professional growth and improved instructional effectiveness. Professional growth, adaptability, and the enhancement of teaching strategies are critical for educators to remain effective in an evolving educational landscape. Lifelong learning plays a crucial role in professional development, as self-directed learning enables educators to refine their teaching practices and stay updated with educational advancements

### **Commitment to Inclusive**

Recent research underscores the multifaceted benefits of inclusive education. A study by Jardinez and Natividad (2023) highlights that integrating students with disabilities into mainstream classrooms fosters empathy and understanding among all students, contributing to a more compassionate and cohesive learning community. Similarly, Chaudhry *et al.* (2024) emphasize that inclusive practices enhance social interactions and academic achievements for students with disabilities while promoting a culture of acceptance and mutual respect within the classroom.

### **Empowering And Accessible Education**

Empowering and accessible education are essential in creating equitable learning environments that support all students, regardless of their backgrounds or abilities. According to a study by TNTP and America Succeeds (2023), modern education should prioritize adaptive, future-proof competencies rather than static technical skills. Ensuring accessibility in education is equally crucial, particularly for students with disabilities. The National Center on Accessible Educational Materials (AEM Center) works with states and districts to develop systems that provide accessible materials and technologies, ensuring all learners have equal access to educational resources (CAST, 2023). Additionally, artificial intelligence (AI) presents significant opportunities for enhancing accessibility. A study by Chen *et al.* (2024) highlights how AI-driven adaptive learning systems and natural language processing technologies can bridge educational gaps, particularly in underserved communities, promoting educational equity.

### **Professional Development Course**

Based on the study's findings, the proposed professional development course addresses key challenges educators face in enhancing their subject mastery, adapting to professional mismatches, and improving pedagogical strategies. This comprehensive training program

strengthens teachers' competencies and bridges gaps in curriculum, instructional strategies, and resource provisions.

### **Strengthening Pedagogical Approaches and Content Knowledge to Improve Social Studies Subject Mastery**

This module enhances educators' understanding of Social Studies content while equipping them with effective pedagogical approaches. Research suggests that teachers with a strong foundation in subject matter and pedagogical content knowledge can better facilitate student learning and critical thinking (Darling-Hammond *et al.*, 2023). This segment will include workshops on historical analysis, geographical reasoning, and interdisciplinary connections, ensuring teachers deliver engaging and accurate instruction.

### **Bridging the Gap: Innovative Approaches for Solving Gaps in Curriculum and Resource Provisions**

One major challenge in education is insufficient curriculum materials and resources. This module will provide teachers with innovative solutions for addressing these gaps, such as integrating technology, utilizing open educational resources, and designing adaptive instructional materials (Zhang & Li, 2023). Teachers will learn to develop resourceful strategies, collaborate with peers on shared materials, and implement student-centered learning techniques to maximize available resources effectively.

### **Embracing Role Adaptation: Strategies for Teachers Facing Professional Mismatch**

Many educators encounter professional mismatches when assigned to teach subjects outside their expertise. This module aims to equip teachers with adaptive strategies to handle these challenges effectively. Research by Brown and White (2024) highlights the importance of professional flexibility, ongoing learning, and mentorship in overcoming role mismatches. The training will include mentorship programs, cross-disciplinary collaboration, and professional resilience techniques to help teachers navigate and succeed in new instructional roles.

### **CONCLUSIONS**

The findings suggest that out-of-field Araling Panlipunan teachers face significant challenges related to limited content knowledge, insufficient instructional strategies, professional mismatch, and curriculum and resource gaps, all impacting their teaching effectiveness. However, despite these difficulties, they demonstrate resilience and adaptability through various coping mechanisms, such as self-directed learning, collaboration with colleagues, and integrating technology and interactive strategies. Their ability to seek assistance, adjust teaching goals, and engage in community problem-solving highlights their commitment to overcoming instructional limitations. Moreover, their experiences in teaching outside their field

contribute to personal and professional growth, fostering adaptability, stronger instructional practices, and deeper connections with students. These challenges catalyze continuous learning and a strengthened commitment to inclusive and accessible education. Recognizing the need for structured support, a professional development course was designed to empower teachers with the necessary knowledge, skills, and adaptability to navigate their roles more effectively. By focusing on pedagogical enhancement, curriculum alignment, instructional refinement, and role adaptation, this initiative aims to equip teachers with strategies to improve their overall instructional effectiveness and ensure better student learning outcomes.

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