Instructional Leadership of Araling Panlipunan Teachers

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ABSTRACT

The study examined the instructional leadership of Araling Panlipunan teachers in public elementary schools in Congressional District IV, Division of Batangas. It aimed to describe their profile and assess the extent of their instructional leadership in content, pedagogy, resources, assessment, and evaluation. Using a mixed-method approach, 112 AP teachers, mainly coordinators, participated through surveys, interviews, and observations. The findings highlighted the need for continuous training, collaboration, and support to address instructional challenges. The study's results provided a foundation for proposing an instructional leadership management plan to strengthen AP teachers' leadership roles.

Keywords: Assessment and Evaluation, Content, Instructional Leadership, Learning Resources, Teaching Pedagogies

1. INTRODUCTION

Araling Panlipunan (AP) plays a crucial role in the Philippine education system as it fosters historical consciousness, social awareness, and critical thinking among students. In response to the evolving educational landscape, innovative teaching practices such as inquiry-based learning, digital storytelling, gamification, and culturally responsive teaching have been introduced to improve engagement and learning outcomes. However, many AP teachers struggle to implement these innovations due to challenges such as limited resources, outdated instructional materials, and inadequate administrative support (Press Reader, 2017). These barriers hinder the effective delivery of the subject, making it imperative to strengthen instructional leadership in AP education.

Despite its significance, many learners perceive AP as a dull subject due to its focus on history, economics, politics, and societal structures, which are often taught in a rigid and objective manner (Leithwood & Rivzi, 2015). Teachers face the challenge of making the content relevant to students' experiences while maintaining accuracy and comprehensiveness. Instructional leadership plays a key role in addressing these challenges by enhancing teaching methodologies and assessment strategies. Studies indicate that administrators who provide continuous professional development, encourage collaboration, and integrate technology foster a more dynamic learning environment (A. D. Johnson, 2016; Pannell, 2015). Consequently, strategic leadership is essential in driving reforms that enhance the quality and relevance of AP instruction (Shaked & Schechter, 2017).

The Philippine Constitution emphasizes the need for an education system that promotes nationalism and community engagement (Official Gazette, 2019). AP education should help learners develop a deeper understanding of their local history, culture, and traditions, fostering a sense of identity and social responsibility. Mastery of AP learning competencies is expected to produce citizens who critically analyze

social issues and actively participate in addressing them (Corpuz & Salandanan, 2015). Contextualized teaching and learning (CTL) approaches have shown promise in improving engagement by integrating students' lived experiences into the curriculum (Qudsyi, 2017). This method enhances comprehension and retention while making lessons more meaningful and relatable.

The challenges in AP instruction, such as students' lack of interest and low mastery levels, highlight the need for effective instructional leadership. Administrators and educators must ensure that teaching approaches align with students' experiences and promote mastery of competencies. The implementation of DepEd Matatag, which emphasizes a contextualized and culturally sensitive curriculum, aligns with this goal. Additionally, the development of locally produced teaching materials and the integration of the Mother Tongue-Based Multilingual Education (MTB-MLE) initiative under DepEd Order No. 16, s. 2012, have been crucial in enhancing student comprehension. These reforms aim to create a more inclusive and adaptive learning environment.

DepEd has also introduced various training programs to equip teachers with innovative instructional strategies. Under DepEd Order No. 42, s. 2016, National Training for Trainers (NTOT) and other professional development initiatives aim to enhance teachers' content knowledge and pedagogical skills. Co-curricular activities such as the National Schools Press Conference (NSPC) provide students with platforms to engage with social issues through journalism and debates. However, these efforts remain insufficient in fully addressing the instructional gaps in AP education. There is a growing need for school administrators to adopt leadership strategies that promote sustained innovation and instructional excellence in AP.

This study aims to strengthen instructional leadership to support AP teachers in implementing innovative teaching strategies. By examining key aspects such as content development, pedagogy, learning resources, and assessment, this research seeks to establish a framework that school administrators can use to improve AP instruction. The findings will contribute to the development of evidence-based leadership models that empower educators to deliver high-quality, engaging, and culturally responsive lessons. Addressing these gaps is essential in ensuring that AP remains relevant and effective in preparing students for active civic engagement and critical analysis of societal issues.

2. OBJECTIVES

The study describes the demographic profiles as well as the extent of manifestation of instructional leadership of the Public Elementary Araling Panlipunan teachers with the goal of preparing an innovative instructional leadership plan.

1. Describe the profile of Araling Panlipunan teachers:

1.1   age

1.2   sex

1.3   highest educational attainment

1.4   field of specialization

1.5   length of service

1.6   No. of related trainings and seminars attended

2. Determine the extent of manifestation of instructional leadership of the respondents relative to:

2.1   content

2.2   teaching pedagogies

2.2   learning resources

2.3   assessment and evaluation

3. Ascertain the relationship between the extent of manifestation of instructional leadership and their profile variables.

4. Explore the challenges experienced by the Araling Panlipunan teachers.

5. Prepare an Instructional Leadership Management Plan

3. MATERIALS AND METHODS

3.1. Research Design

This study employs a mixed-method approach, integrating both quantitative and qualitative research to provide a comprehensive analysis. Mixed-method research combines numerical data with contextual insights, leveraging the strengths of both methodologies (Sahin et al., 2021). Quantitative methods offer statistical precision, while qualitative approaches provide deeper experiential understanding.   Given these advantages, the researcher determined that this approach was the most suitable for the study.

3.2 Subject of the Study

The respondents of this study were AP coordinators who also served as AP teachers in various public elementary schools in Congressional District IV, Division of Batangas. Using a simple random sampling technique, the researcher selected 112 participants from a total population of 157 AP teachers across different sub-offices, including Ibaan (12), Padre Garcia (12), Rosario East (14), Rosario West (17), San Jose (12), San Juan West (14), San Juan East (17), and Taysan (14). This sampling method ensured a fair distribution of respondents, providing reliable data for the study.

3.3 Data Gathering Instrument

The study utilized a researcher-constructed questionnaire as the main data-gathering instrument, supplemented by a Focus Group Discussion. The questionnaire, developed based on relevant literature, interviews, and observations, consisted of two parts: Part I covered the demographic profile of respondents, while Part II assessed the extent of instructional innovative leadership. After expert validation and pilot testing, the questionnaire achieved a high reliability score of 0.852, exceeding the acceptable threshold of 0.70. Once validated, the questionnaire was administered both via Google Forms and printed copies, with data collected and forwarded for statistical analysis.

4. RESULTS AND DISCUSSION

4.1 Profile of Araling Panlipunan Teachers

This study determined the profile of the respondents in terms of age, sex, highest educational attainment, field of specialization, length of service and number of related trainings and seminars attended.

4.1.1 Age

Table 1 presents the distribution of Respondents' Age. The age range of the respondents varies, reflecting a diverse group with varying levels of experience and perspectives.

Table 1 revealed that a significant number of Araling Panlipunan teachers are aged 41 and above, indicating that experienced educators largely lead the curriculum implementation, while those aged 31-40 bridge traditional and modern teaching approaches. The presence of younger teachers below 30 suggests a dynamic shift, bringing fresh perspectives and innovative instructional strategies to adapt to evolving educational needs.

Table 1. Distribution of respondents' age

	Frequency	Percent
Below 30 years old	25	22.3
31-40 years old	40	35.7
41 years old and above	47	42.0
Total	112	100

4.1.2 Sex

The study seeks to uncover potential gender-related trends or biases in leadership styles, decision-making processes, and the integration of innovative teaching practices. Table 2 presents the distribution of respondents' sex.

This showed a gender imbalance among Araling Panlipunan teachers, with 72 females and 40 males, reflecting broader trends in education where women predominantly hold teaching and leadership roles. This gender composition may influence instructional leadership styles, with female educators fostering collaborative and inclusive approaches, while the lower male representation raises questions about potential barriers to entry and career progression.

Table 2. Distribution of respondents' sex

	Frequency	Percent
Female	72	64.3
Male	40	35.7
Total	112	100

4.1.3 Highest Educational Attainment

Table 3 presents the distribution of respondents' highest educational attainment. It showed an equal distribution of Araling Panlipunan teachers with Bachelor's and Advanced Degrees, indicating a balance between foundational teaching skills and advanced educational expertise. This diversity allows for a combination of practical experience and theoretical knowledge, fostering collaborative leadership and innovation in instructional practices.

Table 3. Distribution of respondents' highest educational attainment

	Frequency	Percent
Bachelor's Degree	56	50.0
Advanced Degree	56	50.0
Total	112	100

4.1.4 Field of Specialization

Understanding the teachers' fields of specialization provides valuable insights into the multidimensional nature of instructional leadership within the context of Araling Panlipunan education. Table 4 presents the distribution of respondents' field of specialization.

Table 4. Distribution of respondents' Field of Specialization

	Frequency	Percent
History	81	72.3
Civic/Government and Economics	31	27.7
Total	112	100

Teachers specializing in History emphasize chronological understanding, cultural heritage, and critical analysis of past events, fostering students' ability to assess historical narratives. In contrast, those focusing on Civic/Government and Economics provide essential insights into government functions, economic systems, and civic engagement, enhancing students' understanding of contemporary societal issues. The imbalance between these specializations suggests the need for a more integrated approach to ensure a well-rounded social studies curriculum that equally represents historical and modern perspectives.

4.1.5 Length of Service

This variable examines how years of experience affect the adoption of new teaching methods, leadership styles, and program management. Table 5 shows the distribution of respondents' length of service.

Table 5. Distribution of respondents' length of service

	Frequency	Percent
5-10 years	67	59.8
11 years and above	45	40.2
Total	112	100

Teachers with 11 or more years of service bring extensive experience and stability to leadership, though they may sometimes rely on traditional methods, hindering the adoption of innovative strategies. However, the mix of veteran teachers and those with shorter tenure allows for a blend of traditional knowledge and fresh ideas, promoting a dynamic and adaptive educational environment.

4.1.6 Number of Trainings and Seminars Attended

This important variable assesses how ongoing professional development influences teachers' readiness to implement innovative teaching practices and their ability to lead educational change effectively. Table 6 presents the distribution of respondents' number of related trainings and seminars attended.

Table 6. Distribution of respondents' number of related trainings and seminars attended

Frequency	Percent	
1-2 seminars	64	57.1
3-5 seminars	48	42.9
Total	112	100

Most teachers attended 1-2 seminars, suggesting limited exposure to new methods, which may restrict their ability to implement innovative practices. In contrast, teachers attending 3-5 seminars are more engaged in professional development, bringing a broader range of strategies to enhance instructional

leadership and adapt to current educational trends.

4.2.1 Extent of Manifestation of Instructional Leadership
This study assessed the extent of instructional leadership of the respondents in terms of content, teaching pedagogies, learning resources and assessment and evaluation.

4.2.1 Content
Table 7 presents the extent of manifestation of innovative instructional leadership relative to content.

Table 7. Extent of manifestation of instructional leadership relative to Content

INDICATORS	WM	SD	Interpretation
1. Aligns the instructional practices and content with the overall educational goals.	3.54	0.636	Great Extent
2. Evaluates and selects instructional resources aligned with the curriculum standards.	3.52	0.686	Great Extent
3. Leads the parents about the advanced instructional strategies.	3.49	0.758	Moderate Extent
4. Promotes appropriate instructional leadership framework that will deepen teacher's content knowledge and instructional skills.	3.37	0.485	Moderate Extent
5. Supports the enrichment of content knowledge through instructional techniques.	3.36	0.753	Moderate Extent
6. Provides coaching and mentoring to ensure that content is being taught effectively.	3.35	0.743	Moderate Extent
7. Analyzes areas where content instruction can be improved.	3.28	0.825	Moderate Extent
8. Facilitates a culture of experimentation to find new and effective ways to deliver content.	3.24	0.591	Moderate Extent
9. Manages the utilization of digital tools that is relevant to students' lives and interests.	3.16	0.758	Moderate Extent
10. Leads the collaboration among educators to share latest best practices.	2.88	0.916	Moderate Extent
OVERALL	3.32	0.219	Moderate Extent

Legend: WM – Weighted Mean SD- Standard Deviation VI – Verbal Interpretation

Araling Panlipunan teachers demonstrate strong commitment to aligning instructional practices with educational goals, ensuring curriculum relevance and contributing to broader academic objectives. While teachers excel in curriculum integration, collaboration among educators to share best practices is moderately developed, indicating room for improvement in fostering a more robust culture of collaboration. Strengthening leadership initiatives to promote greater collaboration could enhance the exchange of innovative ideas and improve overall instructional leadership.

4.2.2 Teaching Pedagogies

This refers to the strategies, methods, and approaches employed by educators to facilitate learning and engage students. Table 8 presents the extent of manifestation of innovative instructional leadership relative to teaching pedagogies.

Table 8. Extent of manifestation of instructional leadership relative to Teaching Pedagogies

INDICATORS	WM	SD	Interpretation
1. Oversees the importance of adopting new and effective pedagogical strategies.	3.51	0.514	Great Extent
2. Promotes active learning strategies that tailors instruction to meet the learners' needs.	3.47	0.731	Moderate Extent
3. Evaluates feedback loops where student data is used to continuously refine and innovate teaching practices.	3.40	0.639	Moderate Extent
4. Introduces latest pedagogical strategies that enhance content delivery.	3.37	0.684	Moderate Extent
5. Promotes current cultural competence and sensitivity in teaching practices.	3.37	0.693	Moderate Extent
6. Guides co-teachers in developing innovative teaching strategies.	3.29	0.711	Moderate Extent
7. Ensures that teaching strategies are inclusive and address the diverse needs of all students.	3.24	0.737	Moderate Extent
8. Provides up-to-date activities for students to demonstrate understanding in the classroom.	3.22	0.789	Moderate Extent
9. Designs creative curriculum that connects different subject areas and promotes critical thinking and problem-solving skills.	3.21	0.709	Moderate Extent
10. Uses of varied innovative instructional strategies to maintain students' attention.	3.18	0.695	Moderate Extent
OVERALL	3.33	0.204	Moderate Extent

Legend: WM – Weighted Mean SD- Standard Deviation VI – Verbal Interpretation

Araling Panlipunan teachers show a strong commitment to adopting modern pedagogical strategies, as they emphasize staying updated with the latest innovations. However, there is room for improvement in consistently applying diverse instructional strategies to maintain student engagement, suggesting a need for more training and support in this area.

4.2.3 Learning Resources

Table 9 presents the extent of manifestation of innovative instructional leadership relative to learning resources.

Table 9. Extent of manifestation of instructional leadership relative to Learning Resources

INDICATORS	WM	SD	Interpretation
1. Ensures all students have access to necessary modern technology.	3.57	0.591	Great Extent
2. Encourages students to use diverse resources to solve real-world problems and complete projects.	3.49	0.501	Moderate Extent
3. Coordinates for continuous learning and adaptations to new tools and methods.	3.47	0.695	Moderate Extent
4. Assess technology to create interactive and engaging learning experiences.	3.42	0.590	Moderate Extent
5. Curates existing resources from reputable sources, including open educational resources (OER).	3.35	0.734	Moderate Extent
6. Implements specialized resources and tools to enhance the teaching and learning process.	3.21	0.742	Moderate Extent
7. Aligns recent resource development with educational goals and standards.	3.19	0.881	Moderate Extent
8. Integrates multimedia, simulations, and other digital tools in the lesson to enhance understanding.	3.12	0.782	Moderate Extent
9. Supervises the implementation of novel formative assessments to personalize learning.	2.92	0.964	Moderate Extent
10. Measures student learning outcomes and resource impact through recent and diverse learning resources.	3.01	0.865	Moderate Extent
OVERALL	3.28	0.230	Moderate Extent

Legend: WM – Weighted Mean SD- Standard Deviation VI – Verbal Interpretation

Araling Panlipunan teachers excel in ensuring equitable access to modern technology and resources, as indicated by their high rating of 3.57, demonstrating their commitment to providing essential learning tools for all students. However, their ability to consistently assess the impact of learning resources on student outcomes is less consistent, with a moderate rating of 3.01, highlighting gaps in systematic evaluation. To improve, teachers could benefit from developing more robust assessment frameworks to better measure and enhance the effectiveness of these resources in supporting student learning.

4.2.4 Assessment and Evaluation

This focus provides insight into how effective leadership in assessment and evaluation can contribute to a more responsive and adaptive educational environment. Table 10 presents the extent of manifestation of innovative instructional leadership relative to assessment and evaluation

Table 10. Extent of manifestation of innovative instructional leadership relative to Assessment and Evaluation

INDICATORS	WM	SD	Interpretation
1. Delegates assessment activities using dashboards and visual data representations.	3.62	0.488	Great Extent
2. Leads the encouragement on the use of digital tools for real-time feedback, such as online quizzes, interactive polls, and learning management systems.	3.60	0.492	Great Extent
3. Analyzes student performance data to identify trends, strengths, and areas for improvement.	3.54	0.616	Great Extent
4. Streamlines the use of rubrics and digital tools to ensure fair and comprehensive evaluation.	3.47	0.584	Moderate Extent
5. Strategizes feedback to students through digital platforms.	3.41	0.493	Moderate Extent
6. Fosters a more holistic understanding and application of knowledge through assessment tasks and tools.	3.40	0.743	Moderate Extent
7. Helps teachers to effectively use new assessment tools and strategies.	3.37	0.633	Moderate Extent
8. Implements assessment frameworks that accommodate diverse learning styles and needs.	3.04	0.946	Moderate Extent
9. Supports students with different learning conditions by the use of advanced learning tools.	2.88	0.901	Moderate Extent
10. Facilitates recent game elements into assessments to increase engagement and motivation.	2.87	0.955	Moderate Extent
OVERALL	3.32	0.247	Moderate Extent

Legend: WM – Weighted Mean SD- Standard Deviation VI – Verbal Interpretation

Araling Panlipunan teachers excel in using innovative assessment tools like dashboards and visual data representations, as indicated by a high rating of 3.62, demonstrating their commitment to data-driven, transparent assessment practices. However, their use of gamification in assessments is less prevalent, with a moderate rating of 2.87, suggesting an opportunity to incorporate more engaging and motivating game-like elements. By integrating gamification more systematically, teachers could further enhance student engagement and create a more dynamic and effective assessment environment.

4.3 Relationship Between the Extent of Manifestation of Instructional Leadership and Their Profile Variable

Table 11. Ascertain relationship between the extent of manifestation of instructional leadership and their Age

	$\chi^2 - value$	*DoA*	*p-value*	Decision on H0	Interpretation
Content	3.838	.185	.147	Failed to Reject	Not Significant
Teaching Pedagogies	2.176	.139	.337	Failed to Reject	Not Significant
Learning Resources	1.285	.107	.526	Failed to Reject	Not Significant

	$\chi^2-value$	DoA	p-value	Decision	Interpretation
Assessment and Evaluation	.428	.062	.807	Failed to Reject	Not Significant

Degree of Association (DoA); ±80-±1.00 (Very Strong); ±60-±79(Strong); ±40-±59(Moderate); ±20-±39 (Weak); .00-±19(Very Weak)

The analysis reveals a weak relationship between age and instructional leadership, with the highest association found in content mastery (0.185) and the lowest in assessment and evaluation (0.062). This suggests that while experience may enhance content expertise, instructional leadership is more influenced by factors like professional development and institutional support than by age or years of experience.

Table 12. Ascertain relationship between the extent of manifestation of instructional leadership and their Sex

	$\chi^2-value$	DoA	p-value	Decision on H0	Interpretation
Content	.583	-.072	.445	Failed to Reject	Not Significant
Teaching Pedagogies	.057	.022	.812	Failed to Reject	Not Significant
Learning Resources	.016	.012	.899	Failed to Reject	Not Significant
Assessment and Evaluation	1.124	.100	.289	Failed to Reject	Not Significant
Degree of Association (DoA); ±80-±1.00 (Very Strong); ±60-±79(Strong); ±40-±59(Moderate); ±20-±39 (Weak); .00-±19(Very Weak)					

The chi-square values (ranging from 0.016 to 1.124) and p-values above 0.05 indicate no statistically significant relationship between a teacher's sex and their instructional leadership practices. This suggests that male and female teachers demonstrate similar levels of instructional leadership across content, teaching methods, learning resources, and assessment strategies.

Table 13. Ascertain relationship between the extent of manifestation of instructional leadership and their Highest Educational Attainment

	$\chi^2-value$	DoA	p-value	Decision on H0	Interpretation
Content	.182	-.040	.670	Failed to Reject	Not Significant
Teaching Pedagogies	1.434	.113	.231	Failed to Reject	Not Significant
Learning Resources	.182	.040	.670	Failed to Reject	Not Significant
Assessment and Evaluation	1.575	.119	.209	Failed to Reject	Not Significant

Degree of Association (DoA); ±80-±1.00 (Very Strong); ±60-±79(Strong); ±40-±59(Moderate); ±20-±39 (Weak); .00-±19(Very Weak)

The analysis shows no significant relationship between teachers' highest educational attainment and their innovative instructional leadership in content, teaching pedagogies, or learning resources, with p-values

all exceeding the 0.05 significance threshold. The weak associations and high p-values indicate that educational attainment does not significantly influence teachers' approach to these areas of instructional leadership.

Table 14. Ascertain relationship between the extent of manifestation of instructional leadership and their Field of Specialization

	$\chi^2 - value$	DoA	p-value	Decision on H0	Interpretation
Content	1.654	.122	.198	Failed to Reject	Not Significant
Teaching Pedagogies	.458	.064	.498	Failed to Reject	Not Significant
Learning Resources	.655	.076	.418	Failed to Reject	Not Significant
Assessment and Evaluation	.285	.050	.593	Failed to Reject	Not Significant

Degree of Association (DoA); ±80-±1.00 (Very Strong); ±60-±79(Strong); ±40-±59(Moderate); ±20-±39 (Weak); .00-±19(Very Weak)

The analysis found no significant relationship between teachers' field of specialization and their innovative instructional leadership in teaching pedagogies, learning resources, or assessment and evaluation, as indicated by low degrees of association and high p-values. This suggests that a teacher's academic background does not play a critical role in shaping their instructional leadership, with other factors likely having a greater influence.

Table 15. Ascertain relationship between the extent of manifestation of instructional leadership and their Length of Service

	$\chi^2 - value$	DoA	p-value	Decision on H0	Interpretation
Content	.641	.076	.423	Failed to Reject	Not Significant
Teaching Pedagogies	2.987	.163	.084	Failed to Reject	Not Significant
Learning Resources	4.197	.210	.027	Failed to Reject	Not Significant
Assessment and Evaluation	.015	.011	.904	Failed to Reject	Not Significant

Degree of Association (DoA); ±80-±1.00 (Very Strong); ±60-±79(Strong); ±40-±59(Moderate); ±20-±39 (Weak); .00-±19(Very Weak)

The study found no significant relationship between teachers' length of service and their innovative instructional leadership in Content, Teaching Pedagogies, and Assessment and Evaluation, as indicated by weak associations and high p-values. However, a significant positive relationship was found in the Learning Resources domain, suggesting that more experienced teachers are more likely to demonstrate innovative practices in managing and utilizing resources. This implies that while tenure does not strongly influence most aspects of instructional leadership, it plays a crucial role in resource management innovation.

Table 16. Ascertain relationship between the extent of manifestation of instructional leadership and their Number of Seminars Attended

	χ^2- value	DoA	p-value	Decision on H0	Interpretation
Content	.641	.076	.423	Failed to Reject	Not Significant
Teaching Pedagogies	2.987	.163	.084	Failed to Reject	Not Significant
Learning Resources	4.197	.210	.027	Reject	Significant
Assessment and Evaluation	.015	.011	.904	Failed to Reject	Not Significant
Degree of Association (DoA); ±80-±1.00 (Very Strong); ±60-±.79(Strong); ±40-±.59(Moderate); ±20-±.39 (Weak); .00-±.19(Very Weak)					

The study revealed that the number of seminars attended by Araling Panlipunan teachers does not significantly influence their innovative instructional leadership in the domains of Content, Teaching Pedagogies, and Assessment and Evaluation, as shown by weak associations and non-significant p-values. However, a significant positive relationship was found in the Learning Resources domain, indicating that teachers who attend more seminars are more likely to exhibit innovation in resource management. This suggests that professional development through seminars can enhance innovation specifically in the use and management of learning resources.

4.4. Challenges Experienced by Araling Panlipunan Teachers

Effective instruction in Araling Panlipunan faces several challenges, including broad curriculum demands, student engagement issues, and limited resources. Teachers struggle to make complex topics like history, governance, and culture engaging, especially for students who rely on memorization rather than critical thinking. Outdated textbooks and lack of localized or digital teaching materials hinder the delivery of relevant and updated content. While innovative strategies like project-based learning and debates can boost interest, they often require more time and resources than are readily available. Additionally, sociopolitical sensitivities demand careful handling of controversial topics to foster balanced, critical perspectives, highlighting the vital role teachers play in shaping students' understanding of society and civic responsibility.

4.5 Prepared Instructional Leadership Management Plan

The preparation of an innovative instructional plan for Araling Panlipunan teachers requires a strategic approach that enhances both teaching and learning in social studies. In today's fast-paced educational environment, it is essential for teachers to design plans that not only align with the curriculum but also incorporate modern pedagogical strategies and technology. This includes integrating culturally responsive practices and fostering critical thinking and problem-solving skills to make learning more relevant and engaging for students.

To be effective, planning must be grounded in a deep understanding of the subject, sensitivity to students' diverse backgrounds, and a dedication to continuously improving teaching methods. By working collaboratively with fellow educators and stakeholders, Araling Panlipunan teachers can develop instructional plans that inspire learners and equip them with the essential knowledge and competencies to

understand and respond to the complexities of today's world. The following are the proposed project and program:

1. Strengthening teaching Through Advanced Research (Project STAR)
2. Integrating Global and National Insights in Teaching Excellence (Project IGNITE)
3. Learning Enhancement Through Active Differentiation (Project LEAD)
4. Interactive and Novel Opportunities for Varied and Engaging Teaching (Project INNOVATE)
5. Bringing Resources and Innovative for Digital Growth in Education (Project BRIDGE)
6. Technology Based Optimization of School Teaching (Project TECHBOOST)
7. Student Centered Assessment for Learning Enhancement (Project SCALE)
8. Benchmarking and Evaluation for Academic and Curricular Optimization (Program BEACON)

5. CONCLUSIONS

In light to the foregoing findings, the following conclusions are drawn:

1. Majority of the teacher-respondents' age is within the bracket of 41 years old and above, female, with bachelor's degree/advanced degree specializing in history with 5 to years' experience and with at least 1 to 2 seminars attended.
2. The Araling Panlipunan teachers' moderately extent all the indicators on the four domains which are the content, teaching pedagogies, learning resources and assessment and evaluation.
3. The innovative instructional leadership when they are grouped according to their profile variables varies in different dimensions.
4. Explore the challenges experienced by the respondents were observed in the conduct of the study.
5. An instructional leadership management plan is prepared to improve the instructional leadership of Araling Panlipunan teachers.

6. RECOMMENDATIONS

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following:

1. The proposed instructional leadership management plan may be reviewed, refined, and later used to guide teachers for a more effective leadership.
2. Strengthen or maintain a professional development program for elementary teachers concerning innovative instructional leadership plans, share innovative teaching practices, co-develop lesson plans, and mentor one another.
3. Future researchers may use this study as a reference for further study. variables that were not explored in this study.

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