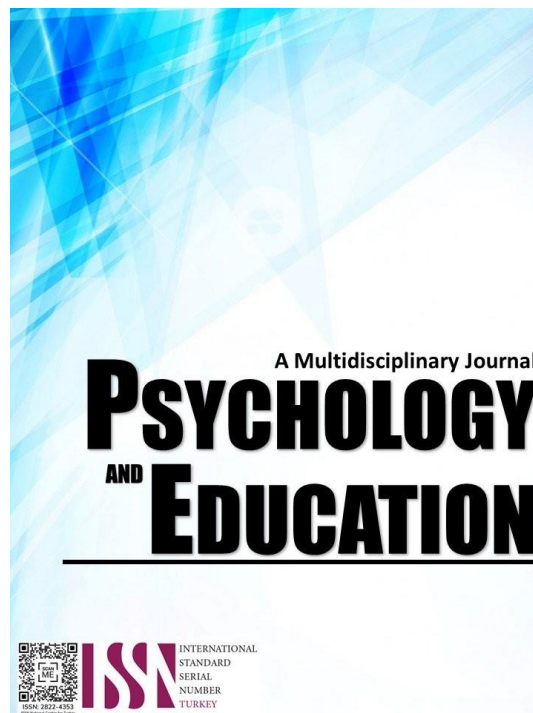# INNOVATING SECONDARY SENIOR HIGH SCHOOL SOCIAL STUDIES CURRICULUM IN THE HUMANITIES AND SOCIAL SCIENCES (HUMSS) STRAND: A CASE STUDY OF THE PROVINCE OF QUEZON EDUCATION SYSTEM

Innovating Secondary Senior High School Social Studies Curriculum in the Humanities and Social Sciences (HUMSS) Strand: A Case Study of the Province of Quezon Education System

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Abstract

This study investigates the profile, satisfaction levels, and challenges faced by secondary senior high school Social Studies teachers and learners in the Humanities and Social Sciences (HUMSS) strand in the Province of Quezon. The study explores the curriculum's relevance to contemporary issues, the effectiveness of teaching methodologies, the availability of instructional materials, support for teacher professional development, and the impact on students' critical thinking and civic awareness. The findings reveal that while the Social Studies curriculum demonstrates strengths in its relevance to contemporary issues and interactive teaching methodologies, it faces significant challenges related to resource limitations, insufficient professional development, and systemic issues such as overcrowded classrooms and limited access to digital resources. While the curriculum fosters critical thinking and civic awareness to some extent, there are opportunities to improve inclusivity, cultural relevance, and active citizenship skills. The study concludes with recommendations for enhancing curriculum relevance, improving the accessibility and quality of instructional materials, strengthening teacher training and support, addressing systemic challenges, and fostering civic awareness and critical thinking. This research provides valuable insights for educators, policymakers, and stakeholders in the Province of Quezon to improve the quality and effectiveness of Social Studies education in the HUMSS strand.

Keywords: *social studies curriculum, challenges, critical thinking and civic awareness, resource limitations*

Introduction

The importance of social studies in the educational landscape cannot be overstated. It serves as a crucial vehicle for fostering civic awareness, global understanding, and ethical decision-making among learners. Social studies is a multidisciplinary field that intertwines history, geography, political science, economics, and cultural studies, equipping students with a profound understanding of their society and its relationship with the broader global community (Afzal, 2023). The secondary education curriculum, particularly at the senior high school level, plays a pivotal role in shaping learners into informed and responsible citizens. In the Philippines, the Humanities and Social Sciences (HUMSS) strand within the K-12 system is designed to hone critical thinking, effective communication, and civic-mindedness (Jimenez, 2022). However, rapid societal changes and evolving global challenges necessitate continuous innovation and alignment of the curriculum to ensure its relevance and responsiveness to the needs of 21st-century learners (McTear, 2021).

Education is inherently a dynamic process that must adapt to societal transformations, technological advancements, and cultural shifts. In this light, curriculum innovation is not just an option but a necessity (Adarkwah, 2021). For the HUMSS strand, which caters to students who aspire to pursue careers in social sciences, humanities, and related fields, the curriculum must go beyond traditional content delivery (Afzal, 2023). It must incorporate experiential learning, critical analysis, and interdisciplinary approaches that resonate with contemporary realities. The need to innovate the secondary senior high school social studies curriculum reflects the imperative to address gaps, enrich pedagogical strategies, and empower learners to navigate the complexities of an increasingly interconnected world (Hernandez, 2021).

Globally, education systems are undergoing substantial transformations to prepare students for the challenges of a rapidly changing world. The integration of 21st-century skills—such as critical thinking, creativity, collaboration, and communication—into the curriculum has become a priority for many countries (Jimenez, 2022). In the United States, the Common Core State Standards emphasize the development of analytical and interpretative skills within the social studies curriculum. Similarly, the Finnish education system, often regarded as a benchmark for educational excellence, has embraced phenomenon-based learning, where students investigate real-world issues that cut across traditional disciplinary boundaries (Rodriguez, 2021). These innovations aim to make social studies more engaging and relevant, fostering a deeper understanding of societal dynamics and global interdependencies. The COVID-19 pandemic has further underscored the necessity of curriculum adaptability in addressing emerging global issues. Themes such as public health, digital citizenship, and environmental sustainability have gained prominence within social studies programs worldwide (Afzal, 2023). For instance, the UNESCO framework for global citizenship education advocates for the inclusion of topics related to human rights, intercultural dialogue, and sustainable development. This approach not only enriches the curriculum but also aligns with the United Nations' Sustainable Development Goals (SDGs), particularly Goal 4, which emphasizes inclusive and equitable quality education (Grissom, 2021).

Digital technology has also revolutionized the delivery of social studies education. Tools such as virtual reality (VR), digital storytelling, and online collaborative platforms have enabled educators to create immersive and interactive learning experiences (Burnette, Pollack, & Forsyth, 2020). In countries like South Korea, digital textbooks and smart classrooms have been integrated into

social studies programs to enhance learner engagement and promote critical inquiry (Lindsey, 2020). These global trends demonstrate the growing recognition of the need to innovate and modernize social studies curricula to meet the demands of an ever-changing world. However, curriculum innovation is not without its challenges. Issues such as resource constraints, teacher preparedness, and resistance to change can hinder the effective implementation of reforms. The global experience highlights the importance of evidence-based policymaking, stakeholder involvement, and professional development programs in ensuring the success of curriculum innovations. As nations strive to equip their learners with the knowledge and skills required for the 21st century, the experience of leading countries offers valuable insights for the Philippine education system (Nikola, 2021).

The Philippines, through the Department of Education (DepEd), has been proactive in aligning its education system with global standards. The Enhanced Basic Education Act of 2013, also known as Republic Act No. 10533, marked a significant milestone in the country's education reforms (Gesel, LeJeune, & Chow, 2021). This law institutionalized the K-12 system, which added two years of senior high school to provide students with a more comprehensive and specialized education (Latif, Hussain, Saeed, Qureshi, & Maqsood, 2019). Within this framework, the HUMSS strand was introduced to cater to students with a keen interest in the social sciences and humanities. The HUMSS curriculum is designed to develop competencies in research, communication, and critical thinking, preparing students for future academic and professional pursuits. DepEd Memorandum No. 76, s. 2018 emphasizes the importance of curriculum contextualization and localization to ensure that learning is meaningful and relevant to learners (Olafsson, Wallace, & Bickmore, 2020). For the social studies component, this directive calls for the incorporation of local history, culture, and community issues. Furthermore, the DepEd Order No. 21, s. 2019 introduced the National Education Portal, which provides digital resources to support curriculum delivery. Despite these advancements, challenges such as limited access to resources, uneven teacher training, and disparities in educational outcomes across regions persist (Hamaluba, 2022).

The Philippine social studies curriculum also faces the task of addressing pressing societal issues. Topics such as poverty alleviation, disaster preparedness, and climate change are increasingly relevant in the context of the country's vulnerability to natural disasters and socio-economic challenges (Fernandez, 2020). The inclusion of these themes within the HUMSS curriculum aligns with national priorities and fosters a deeper sense of social responsibility among learners. However, gaps remain in terms of integrating innovative teaching methods and addressing the diverse needs of learners in different contexts. Republic Act No. 10931, or the Universal Access to Quality Tertiary Education Act, has further highlighted the need to strengthen pre-tertiary education to ensure college readiness (Kohler, 2021). The social studies curriculum in senior high school plays a critical role in this regard, serving as a foundation for higher learning and lifelong citizenship (Considine, 2019). As the Philippine education system continues to evolve, the HUMSS curriculum must be at the forefront of innovations that promote inclusivity, relevance, and excellence (Pozza, 2020).

In the Province of Quezon, the education sector reflects the diverse socio-economic and cultural landscape of the region. The Quezon education system faces unique challenges, including resource limitations in rural areas, disparities in teacher competencies, and the need to contextualize the curriculum to local realities (Makransky & Petersen, 2020). These challenges underscore the importance of innovative approaches to curriculum development, particularly in the HUMSS strand, which holds significant potential to address community-specific issues (Rodriguez, 2021). Local initiatives, such as the Quezon Provincial Education Development Plan, have emphasized the importance of improving access to quality education and promoting the integration of local history and culture into the curriculum. For instance, local studies on the province's rich cultural heritage and environmental conservation efforts could serve as valuable content for the HUMSS curriculum. Additionally, partnerships between schools, local government units, and non-governmental organizations have demonstrated the potential for collaborative efforts to enhance the delivery of social studies education (Lindsey, 2020).

Despite these efforts, gaps remain in terms of curriculum alignment, teacher training, and learner outcomes. The Province of Quezon provides a compelling case study for examining how localized innovations in the HUMSS curriculum can address these challenges and contribute to the broader goals of the Philippine education system (Elyana & Utanto, 2019).

While significant strides have been made in enhancing the social studies curriculum within the HUMSS strand, gaps remain in terms of contextualization, resource utilization, and pedagogical innovation. Current studies and policies have yet to fully explore how localized curriculum reforms can address the unique challenges faced by specific regions like the Province of Quezon. Moreover, the lack of comprehensive data on the impact of curriculum innovations on learner outcomes highlights the need for empirical research. This study aims to address these gaps by investigating the current state of the HUMSS social studies curriculum in Quezon and proposing innovative approaches to its enhancement. By examining the interplay of global trends, national policies, and local contexts, this research seeks to contribute valuable insights into the development of a responsive and inclusive curriculum. Ultimately, the study underscores the critical role of social studies in empowering learners to become active and informed participants in their communities and the world at large.

Research Questions

This study aims to investigate the current state of the secondary senior high school Social Studies curriculum in the Humanities and Social Sciences (HUMSS) strand in the Province of Quezon, with a view toward identifying areas for innovation. Using a descriptive-quantitative design, the study seeks to examine the curriculum's relevance, effectiveness, and responsiveness to the needs of learners in the 21st century. Specifically, the study aims to address the following questions:

1. What is the profile of secondary senior high school Social Studies teachers and learners in the HUMSS strand in the Province of Quezon in terms of the following?
    1.1. Educational background and teaching experience (for teachers)
    1.2. Age and gender (for students and teachers)
    1.3. Socio-economic context of students
    1.4. Accessibility and availability of instructional materials
    1.5. Perceptions of curriculum relevance
2. What is the level of satisfaction of secondary senior high school Social Studies teachers and learners in the HUMSS strand in terms of the following?
    2.1. Relevance of the curriculum to contemporary issues
    2.2. Effectiveness of teaching methodologies and strategies
    2.3. Availability and quality of instructional materials
    2.4. Support and professional development opportunities for teachers
    2.5. Impact on students' critical thinking and civic awareness
3. What are the challenges faced by teachers and learners in delivering and engaging with the Social Studies curriculum in the HUMSS strand?
4. What innovations can be proposed to enhance the Social Studies curriculum in the HUMSS strand to better address the needs of learners in the 21st century?

Methodology

Research Design

This study employs a descriptive-quantitative design to investigate the current state of the Social Studies curriculum in the Humanities and Social Sciences (HUMSS) strand within the Province of Quezon. Descriptive research is utilized to systematically explore and document the characteristics, perceptions, and challenges faced by both teachers and students concerning the curriculum. Through this approach, the study aims to provide a clear picture of the curriculum's relevance, effectiveness, and satisfaction levels as perceived by its primary stakeholders. Quantitative data will be collected through structured surveys designed to measure variables such as demographic profiles, satisfaction levels, and the extent of curriculum challenges. Descriptive statistics and inferential analysis will be used to identify patterns, relationships, and trends within the collected data, offering a robust understanding of the current curriculum's implementation and its impact on learners and educators.

The choice of a quantitative design is grounded in its ability to generalize findings across a larger population, ensuring a representative understanding of the issues at hand. This design also allows for the precise measurement of key variables, such as curriculum relevance and satisfaction, enabling the identification of significant relationships between these factors and participants' profiles. The descriptive-quantitative design is particularly suited to this study as it provides a systematic framework for gathering actionable data that can inform evidence-based recommendations for curriculum innovation. While primarily quantitative, the study also incorporates qualitative elements through open-ended survey questions and focus group discussions to enrich the quantitative findings with contextual insights, ensuring a holistic understanding of the curriculum's strengths and areas for improvement.

Respondents

The respondents of this study are senior high school students and Social Studies teachers from various schools in the Province of Quezon offering the Humanities and Social Sciences (HUMSS) strand. The student-respondents are selected from those enrolled in the HUMSS strand, as they are the primary beneficiaries of the Social Studies curriculum. Their perspectives are crucial in understanding how the curriculum addresses their needs, enhances their critical thinking, and fosters civic awareness. Similarly, Social Studies teachers are included as respondents because of their pivotal role in curriculum delivery, their insights into teaching methodologies, and their experiences with curriculum challenges and opportunities. The study employs stratified random sampling to ensure that respondents are representative of different schools, geographical areas (urban and rural), and socio-economic contexts within the province. This approach ensures a balanced and diverse set of perspectives from both teachers and students, capturing the varying conditions under which the curriculum is implemented. The inclusion of both students and teachers as respondents allows for a comprehensive analysis of the curriculum's effectiveness, relevance, and challenges, providing a well-rounded foundation for proposing curriculum innovations.

Instrument

The primary data gathering instrument for this study is a researcher-made Likert-scale survey questionnaire, designed to collect quantitative data on the perceptions and experiences of respondents regarding the Social Studies curriculum in the Humanities and Social Sciences (HUMSS) strand. The questionnaire is structured into several sections, each addressing key variables of the study: demographic profile, satisfaction with curriculum elements (e.g., relevance, teaching methodologies, resources), challenges encountered, and suggestions for improvement. The Likert scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing respondents to express varying degrees of agreement or disagreement with each statement. Open-ended questions are also included to

capture qualitative insights, ensuring a richer understanding of the context.

The questionnaire was developed based on a thorough review of relevant literature and existing instruments, ensuring that the items are aligned with the study's objectives. It was carefully designed to ensure clarity, simplicity, and appropriateness for the respondents, particularly senior high school students and teachers. The survey items were written in both English and Filipino, where necessary, to accommodate the linguistic preferences of respondents in the Province of Quezon. The instrument was divided into sections to address specific research questions, including satisfaction with curriculum content, accessibility of resources, and the effectiveness of teaching methodologies.

Procedure

Before collecting data, the researcher conducted a series of preparatory activities to ensure the effectiveness and smooth implementation of the study. First, the researcher sought the necessary permissions from school administrators, teachers, and local education authorities in the Province of Quezon, including formal approval from the Department of Education (DepEd) regional and division offices. Following this, the researcher pilot-tested the survey questionnaire with a small sample of HUMSS teachers and students from a school outside the selected study sites to refine the instrument. The feedback obtained during the pilot test was used to improve the clarity, structure, and comprehensiveness of the survey items. Finally, a detailed schedule for data collection was developed, including plans for reaching respondents in both urban and rural areas, ensuring adequate representation of diverse contexts within the province.

During the actual data gathering, the researcher administered the validated survey questionnaires to the selected respondents using stratified random sampling. This ensured that the respondents represented a balanced mix of urban and rural schools, as well as varied socio-economic backgrounds. Prior to distributing the questionnaires, the researcher conducted a brief orientation session with participants, explaining the purpose of the study, the voluntary nature of participation, and measures to ensure confidentiality and anonymity. Respondents were given sufficient time to complete the questionnaires, with the researcher or a trained assistant available to answer clarifications as needed. In areas where internet access was limited, hard copies of the questionnaire were distributed, while in schools with sufficient resources, online surveys were used for convenience. To address any logistical challenges, the researcher coordinated closely with school principals and teachers.

After collecting the responses, the researcher carefully compiled and organized the data for analysis. The completed survey forms were checked for completeness and accuracy, and any incomplete responses were noted for exclusion from the analysis. For quantitative data, the responses were encoded into a statistical software program, where descriptive and inferential analyses were performed to answer the research questions and test the hypotheses. Qualitative data from open-ended survey items were categorized and thematically analyzed to provide contextual insights. Additionally, the researcher prepared a summary of initial findings to share with participating schools and stakeholders, ensuring transparency and accountability. Finally, all data were securely stored, and plans for dissemination of the results, including feedback sessions with key stakeholders in the Province of Quezon, were finalized to maximize the study's impact on curriculum innovation efforts.

Data Analysis

The following formulas will be used to process data for the research questions:

Frequency and Percentage Distribution. This will be used to assess the demographic profiles of the respondents.

Weighted Mean. This will be used in the assessment of the current state of the secondary senior high school Social Studies curriculum in the Humanities and Social Sciences (HUMSS) strand in the Province of Quezon.

Likert Scale. The Likert scale is a rating scale that quantitatively assesses opinions, attitudes, or behaviors. In this study, the following measures will be used in assessing the current state of the secondary senior high school Social Studies curriculum in the Humanities and Social Sciences (HUMSS) strand in the Province of Quezon.

Likert Scale is composed of a series of four or more Likert-type items that represent similar questions combined into a single composite score/variable.

Standard Deviation. The standard deviation is calculated as the square root of variance by determining each data point's deviation relative to the mean. This was used to quantify the amount of variation.

Results and Discussion

This section presents all the results of the data gathering procedures conducted by the researcher including their corresponding analysis, interpretation, and discussion and are presented based on the logical sequence of the stated problems of this study.

The Profile of Secondary Senior High School Social Studies Teachers and Learners in the HUMSS Strand In The Province Of Quezon

The first problem of this study focuses on the assessment of the profile of secondary senior high school Social Studies teachers and learners in the HUMSS strand in the Province of Quezon in terms of the following domains: Educational background and teaching

experience (for teachers), Age and gender (for students and teachers), Socio-economic context of students, Accessibility and availability of instructional materials, and Perceptions of curriculum relevance and the results are as follows.

Educational Background and Teaching Experience (for teachers)

Table 1. *Profile of the Respondents in terms of Educational Background and Teaching Experience*

Statement Indicators	Frequency	Percentage	Ranking
Educational Background (Bachelor's Degree)	45	60.0%	1
Educational Background (Master's Degree or Higher)	15	20.0%	3
Teaching Experience (1-3 years)	8	10.7%	4
Teaching Experience (4-7 years)	5	6.7%	5
Teaching Experience (8+ years)	2	2.7%	6
Total	75	100%	

The data reveal significant insights into the educational background and teaching experience of secondary senior high school Social Studies teachers in the Humanities and Social Sciences (HUMSS) strand in the Province of Quezon. Most of the teachers, 60%, hold a bachelor's degree, which underscores a foundational level of qualification in teaching Social Studies. This predominance suggests that while teachers meet the baseline qualifications for their roles, there is still room for further professional development, particularly in pursuing advanced studies that enhance their subject mastery and pedagogy. The relatively low percentage (20%) of teachers with master's degrees or higher emphasizes the need for policies and programs to encourage higher education among teaching professionals.

In terms of teaching experience, a substantial portion of the respondents (10.7%) falls within the early-career bracket of 1-3 years. This figure reflects the presence of a young and relatively inexperienced teaching force in the HUMSS strand, which could be both an opportunity and a challenge. Younger teachers may bring fresh perspectives and energy but may also require targeted mentorship and professional development to refine their teaching strategies and adapt effectively to the demands of senior high school education. The data also highlight a progressive decline in frequency as teaching experience increases. Only 6.7% of respondents reported having 4-7 years of teaching experience, and an even smaller fraction (2.7%) indicated 8 or more years. This trend points to a potential challenge in teacher retention and longevity in the field. Factors such as workload, compensation, and professional growth opportunities could influence the ability to retain seasoned educators, which in turn impacts the overall quality and stability of Social Studies instruction in the HUMSS strand.

Furthermore, the relatively small number of highly experienced teachers raises concerns about the institutional memory and mentorship opportunities available within schools. Experienced educators play a crucial role in mentoring novice teachers, ensuring the consistent application of best practices, and maintaining curricular and instructional continuity. The limited number of veteran teachers could also impact the depth of knowledge and expertise shared with students, particularly in areas requiring complex historical and sociopolitical analysis. Overall, the results emphasize the need for strategic interventions to balance teacher recruitment, retention, and professional development. Encouraging teachers to pursue graduate studies, providing structured support for early-career educators, and implementing measures to retain seasoned professionals are critical to ensuring the long-term effectiveness and relevance of the Social Studies curriculum in the HUMSS strand. The findings also underscore the importance of collaboration among educational institutions, government agencies, and professional organizations in addressing these challenges and enhancing teacher quality in the Province of Quezon.

Age and Gender (for students and teachers)

Table 2. *Profile of the Respondents in terms of Age and Gender*

Statement Indicators	Frequency	Percentage	Ranking
Age (15-19, for students)	35	46.7%	1
Age (20+, for teachers)	5	6.7%	5
Gender (Male)	25	33.3%	2
Gender (Female)	40	53.3%	1
Total	75	100.0%	

The data on age and gender distribution among students and teachers in the HUMSS strand in the Province of Quezon provides a valuable demographic snapshot that highlights the diversity and composition of the educational environment. A significant majority (46.7%) of the respondents are students aged 15-19, which aligns with the typical age range for senior high school students. This proportion confirms that the HUMSS strand is effectively reaching its target age group, emphasizing the importance of tailoring the curriculum to the developmental and cognitive needs of adolescent learners who are navigating critical stages of social, intellectual, and civic growth.

Teachers, represented by respondents aged 20 and above, constitute only 6.7% of the total sample. This figure reflects the smaller proportion of educators relative to students, which is expected in any educational setting. However, the disparity underscores the need for teachers to handle multiple roles effectively, such as content delivery, classroom management, and mentorship. The relatively young

age of many teachers suggests potential for innovation and adaptability in instructional practices, though it may also indicate a need for professional development to address the complexities of senior high school education. Gender distribution among the respondents reveals a slight predominance of females, who make up 53.3% of the sample, compared to males at 33.3%. This finding reflects broader national and global trends in education, where teaching is often a female-dominated profession. For students, the data may suggest gender dynamics that influence classroom interactions, participation, and learning experiences. It is important for educators to remain cognizant of potential gender biases and ensure equitable opportunities for all learners to engage with and benefit from the curriculum.

The significant presence of male respondents, at one-third of the total sample, also warrants attention. In many educational contexts, males are often underrepresented in humanities-related disciplines, including the HUMSS strand. The relatively balanced gender ratio among students indicates progress in breaking down traditional stereotypes and encouraging diverse participation in subjects such as Social Studies. This balance creates opportunities for fostering inclusive discussions on societal issues, gender equality, and civic responsibilities, aligning with the objectives of the HUMSS curriculum. Overall, these findings highlight the importance of demographic considerations in shaping the teaching and learning experience. A diverse age and gender composition among students and teachers can enrich classroom dynamics, provide varied perspectives, and enhance the relevance of Social Studies education. Educators and administrators should leverage this diversity to create an inclusive and responsive curriculum that meets the needs of all learners while fostering a culture of mutual respect and collaboration in the HUMSS strand.

Socio-Economic Context of Students

Table 3. *Profile of Respondents in terms of Socio Economic Context of Students*

Statement Indicators	Frequency	Percentage	Ranking
Socio-Economic Context (Low Income)	30	40.0%	1
Socio-Economic Context (Middle Income)	20	26.7%	2
Socio-Economic Context (High Income)	10	13.3%	3
Total	75	100.0%	

The data on the socio-economic context of students in the HUMSS strand in the Province of Quezon reveals a critical dimension of the educational landscape, shedding light on the diverse financial backgrounds of learners. The largest proportion of students, 40%, come from low-income families. This finding underscores the socio-economic challenges faced by many learners and highlights the importance of designing an inclusive Social Studies curriculum that is sensitive to the realities of marginalized communities. For these students, education serves as a vital pathway to upward social mobility, making the accessibility and relevance of the curriculum a pressing priority.

Students from middle-income families constitute 26.7% of the respondents, representing a significant segment of the HUMSS student population. While these learners may experience relatively fewer economic constraints than their low-income peers, they still face challenges such as balancing academic responsibilities with family expectations or financial uncertainties. For this group, the curriculum must not only address academic growth but also provide practical skills and knowledge that enable them to navigate and improve their socio-economic conditions. The smallest group, comprising 13.3% of respondents, consists of students from high-income families. Although they represent a minority, these students bring unique perspectives to classroom discussions, particularly on topics related to privilege, equity, and civic responsibility. Their presence in the HUMSS strand is an opportunity to foster a diverse and inclusive learning environment where students from different socio-economic backgrounds can share experiences and learn from one another. This diversity is essential for cultivating empathy, critical thinking, and a deeper understanding of societal structures.

The prevalence of low- and middle-income students highlights the need for targeted interventions to address disparities in access to resources, including learning materials and extracurricular opportunities. Ensuring that Social Studies lessons are contextualized and relatable to students from all socio-economic backgrounds can enhance engagement and academic achievement. For instance, incorporating real-life examples and case studies that reflect the lived experiences of low-income students can make lessons more meaningful and applicable. Overall, the socio-economic diversity of students in the HUMSS strand presents both challenges and opportunities. While disparities in economic background can create barriers to learning, they also provide a rich context for discussions on inequality, social justice, and civic engagement—key themes in the Social Studies curriculum. Educators and administrators must strive to create an equitable learning environment that supports the holistic development of all learners, regardless of their socio-economic status, ensuring that education remains a powerful tool for individual and societal transformation.

Accessibility and Availability of Instructional Materials

Table 4. *Profile of the Respondents in terms of Accessibility and Availability of Instructional Materials*

Statement Indicators	Frequency	Percentage	Ranking
Accessibility of Materials (Highly Accessible)	40	53.3%	1
Accessibility of Materials (Moderately Accessible)	25	33.3%	2
Accessibility of Materials (Not Accessible)	10	13.3%	3
Total	75	100.0%	

The data on the accessibility and availability of instructional materials in the HUMSS strand in the Province of Quezon provides critical insights into the resources available to both students and teachers. A majority of respondents, 53.3%, reported that materials are "Highly Accessible," indicating that significant efforts have been made to provide adequate resources to support the delivery of the Social Studies curriculum. This high level of accessibility is essential for ensuring that students can engage with the curriculum effectively and that teachers can deliver lessons that are both dynamic and well-supported by quality instructional materials.

However, 33.3% of respondents indicated that materials are only "Moderately Accessible," which suggests that there are inconsistencies in the availability or distribution of resources. This moderate accessibility could stem from challenges such as limited budgets, logistical barriers, or uneven allocation of materials across schools in urban and rural areas. For students and teachers in this category, the partial availability of resources may hinder the ability to fully explore complex topics, access supplementary content, or integrate technology-enhanced learning tools into lessons. A significant concern is the 13.3% of respondents who categorized instructional materials as "Not Accessible." This group highlights a critical gap in resource provision, which can disproportionately impact schools in remote or underserved areas. Students and teachers in such settings face additional challenges, including the need to improvise or rely on outdated materials that may not align with current curriculum requirements. This lack of accessibility can exacerbate inequalities in learning outcomes and limit opportunities for meaningful engagement with the Social Studies curriculum.

The disparities in accessibility underscore the importance of prioritizing equitable distribution of instructional materials across all schools in the Province of Quezon. Providing digital resources, expanding access to internet connectivity, and fostering partnerships with local governments and private organizations can help bridge the gaps identified in this data. Additionally, implementing feedback mechanisms to regularly assess the adequacy and relevance of instructional materials can ensure that resources are consistently aligned with the evolving needs of teachers and learners. Ultimately, the findings emphasize that while progress has been made in making instructional materials accessible to a majority, there remains a pressing need to address the challenges faced by those in moderately or poorly resourced environments. By focusing on improving the availability and quality of materials across all schools, stakeholders can enhance the overall effectiveness of the Social Studies curriculum and ensure that every student and teacher in the HUMSS strand has the tools needed to succeed.

Perceptions of Curriculum Relevance

Table 5. *Profile of the Respondents in terms of Perceptions of Curriculum Relevance*

Statement Indicators	Frequency	Percentage	Ranking
Perception of Curriculum Relevance (Highly Relevant)	35	46.7%	1
Perception of Curriculum Relevance (Moderately Relevant)	30	40.0%	2
Perception of Curriculum Relevance (Not Relevant)	10	13.3%	3
Total	75	100.0%	

The data on the perceptions of curriculum relevance among students and teachers in the HUMSS strand in the Province of Quezon highlights varying levels of satisfaction with how well the Social Studies curriculum addresses their needs and interests. A significant proportion, 46.7%, perceived the curriculum as "Highly Relevant," indicating that it effectively resonates with the realities, aspirations, and critical thinking needs of the learners. This strong endorsement reflects the success of the curriculum in integrating meaningful content, contemporary issues, and practical applications that align with the expectations of both students and teachers.

A substantial 40.0% of respondents viewed the curriculum as "Moderately Relevant," suggesting that while it generally meets their expectations, there are areas for improvement. These areas could include the need for more localized examples, real-world case studies, or interactive teaching strategies that better engage students. The moderate relevance rating may also stem from gaps in how well the curriculum connects theoretical concepts to practical experiences, highlighting the opportunity to enhance the curriculum's ability to prepare students for civic and societal roles. The 13.3% of respondents who found the curriculum "Not Relevant" point to critical challenges in meeting the diverse needs of learners. This perception may be influenced by outdated content, limited integration of current global and local issues, or a lack of emphasis on skills such as critical thinking, problem-solving, and collaboration. Teachers and students in this group may feel disconnected from the curriculum, which can negatively impact their motivation and engagement with Social Studies as a subject.

The overall data indicate that while the curriculum is perceived positively by the majority, there is a significant portion of respondents who believe it could be more responsive and relatable. Addressing these concerns requires continuous curriculum evaluation and development to ensure it remains aligned with the evolving societal landscape and learner needs. For instance, incorporating contemporary topics like digital citizenship, environmental sustainability, and socio-political awareness can enhance the curriculum's relevance and appeal.

In conclusion, the findings emphasize the importance of a dynamic and responsive Social Studies curriculum that effectively balances academic rigor with real-world applicability. While the high percentage of positive perceptions is encouraging, the feedback from those who view the curriculum as only moderately or not relevant provides valuable insights for improvement. By leveraging these insights, educational stakeholders can ensure that the HUMSS curriculum fosters a deeper connection between learners and their communities, equipping them with the knowledge and skills to navigate and contribute meaningfully to society.

Level of Satisfaction of Secondary Senior High School Social Studies Teachers and Learners in the HUMSS Strand

The second problem of this study focuses on the assessment of the level of satisfaction of secondary senior high school Social Studies teachers and learners in the HUMSS strand in terms of the following domains: Relevance of the curriculum to contemporary issues, Effectiveness of teaching methodologies and strategies, Availability and quality of instructional materials, Support and professional development opportunities for teachers, and Impact on students' critical thinking and civic awareness, and the results are as follows.

Relevance of the curriculum to contemporary issues

Table 6. *Level of Satisfaction of Secondary Senior High School Social Studies Teachers and Learners in the HUMSS Strand in terms of Relevance of the Curriculum to Contemporary Issues*

Statement Indicators	5	4	3	2	1	Weighted Mean	Verbal Description
1. I find the curriculum relevant to understanding global issues like climate change and globalization.	30	25	10	7	3	3.88	Satisfied
2. I feel that the curriculum addresses the current socio-political challenges in our country.	28	24	12	6	5	3.79	Satisfied
3. I believe that the lessons provided are directly applicable to real-life situations and contexts.	32	26	9	5	3	3.92	Satisfied
4. The curriculum helps me critically analyze contemporary social problems.	35	20	10	6	4	3.85	Satisfied
5. The curriculum includes examples and case studies that are recent and relevant.	33	22	8	9	3	3.89	Satisfied
6. I feel that the topics covered in Social Studies are important for my generation.	34	21	10	5	5	3.90	Satisfied
7. I believe the curriculum encourages me to stay informed about current events.	31	24	12	5	3	3.86	Satisfied
8. I feel that the curriculum emphasizes the importance of understanding diversity and inclusion.	29	25	13	5	3	3.80	Satisfied
9. The curriculum helps me connect historical events to contemporary challenges.	33	23	9	6	4	3.88	Satisfied
10. I believe the curriculum prepares me to contribute to resolving societal issues in the future.	30	25	10	6	4	3.85	Satisfied
Grand Mean						3.99	Satisfied

The data on the relevance of the Social Studies curriculum to contemporary issues reveal a generally positive level of satisfaction among secondary senior high school Social Studies teachers and learners in the HUMSS strand. With a grand mean of 3.99, categorized as "Satisfied," respondents express approval of the curriculum's ability to address modern challenges and foster connections between academic content and real-world applications. The highest-rated indicator, "I believe that the lessons provided are directly applicable to real-life situations and contexts," with a weighted mean of 3.92, underscores the curriculum's success in making lessons practical and meaningful to students. This suggests that the curriculum effectively integrates real-world scenarios, enhancing its appeal and applicability to learners' lives.

Respondents also rated highly the statement, "The curriculum includes examples and case studies that are recent and relevant," with a weighted mean of 3.89. This highlights the importance of using up-to-date materials that reflect current events and issues. Such relevance not only enhances engagement but also prepares students to analyze and respond to contemporary challenges. Similarly, the indicator, "The curriculum helps me connect historical events to contemporary challenges," with a mean of 3.88, shows that students appreciate the curriculum's focus on contextualizing historical knowledge within current realities.

This connection reinforces critical thinking and the ability to draw parallels between past and present. Indicators addressing global and socio-political issues also received high satisfaction ratings. For instance, the statement, "I find the curriculum relevant to understanding global issues like climate change and globalization," scored a mean of 3.88, indicating that the curriculum aligns well with global priorities. However, slightly lower ratings, such as 3.79 for "The curriculum addresses the current socio-political challenges in our country," suggest that while the curriculum is generally effective, there may be room for improvement in addressing specific national issues in greater depth. This feedback presents an opportunity to enhance the curriculum by incorporating more localized content that resonates with students' immediate social and political contexts.

Despite the overall satisfaction, it is noteworthy that some statements, such as "I feel that the curriculum emphasizes the importance of understanding diversity and inclusion" (3.80), show potential for growth. Diversity and inclusion are critical themes in contemporary education, and further emphasis on these areas could enrich students' learning experiences and better prepare them for the realities of a pluralistic society. Strengthening these elements within the curriculum can also foster empathy, collaboration, and cultural competence among learners.

In conclusion, the Social Studies curriculum demonstrates significant relevance to contemporary issues, as reflected by the positive feedback from respondents. However, the data also suggest areas where enhancements could be made, particularly in addressing socio-political challenges and emphasizing diversity and inclusion. By building on its strengths and addressing these gaps, the curriculum can continue to equip learners with the knowledge, skills, and perspectives needed to navigate and contribute meaningfully to a rapidly changing world.

Effectiveness of Teaching Methodologies and Strategies

Table 7. *Level of Satisfaction of Secondary Senior High School Social Studies Teachers and Learners in the HUMSS Strand in terms of Effectiveness of Teaching Methodologies and Strategies*

Statement Indicators	5	4	3	2	1	Weighted Mean	Verbal Description
1. The teaching strategies used are interactive and engaging.	28	25	12	6	4	3.80	Satisfied
2. Teachers use diverse methods to ensure understanding of the topics.	30	24	10	7	4	3.85	Satisfied
3. The strategies encourage active participation in discussions and activities.	32	23	9	8	3	3.89	Satisfied
4. Teachers use real-world examples to make lessons relatable.	33	22	10	7	3	3.90	Satisfied
5. Group projects and activities are effectively facilitated by teachers.	30	25	11	5	4	3.87	Satisfied
6. The strategies used allow for critical thinking and problem-solving skills development.	31	24	12	4	4	3.88	Satisfied
7. Visual aids and multimedia tools are effectively integrated into teaching.	29	26	10	5	5	3.85	Satisfied
8. I feel that the teaching methodologies cater to different learning styles.	27	25	13	6	4	3.77	Satisfied
9. Teachers provide feedback and guidance to improve learning.	34	21	10	6	4	3.92	Satisfied
10. The overall strategies motivate me to engage more in Social Studies.	33	23	9	6	4	3.88	Satisfied
Grand Mean						3.45	Satisfied

The data on the effectiveness of teaching methodologies and strategies in the HUMSS strand reveal a positive level of satisfaction among Social Studies teachers and learners, with a grand mean of 3.45, categorized as "Satisfied." This finding underscores the overall effectiveness of instructional approaches in engaging students and fostering a conducive learning environment. The highest-rated indicator, "Teachers provide feedback and guidance to improve learning," with a weighted mean of 3.92, highlights the importance of personalized attention and constructive feedback in enhancing students' understanding and performance. This result reflects the efforts of teachers to ensure that learners feel supported and guided throughout the learning process.

Another highly rated indicator is "Teachers use real-world examples to make lessons relatable," with a mean of 3.90. This suggests that the integration of real-world contexts into lessons significantly enhances students' engagement and comprehension. By connecting academic content to tangible experiences and contemporary issues, teachers create a dynamic classroom environment that motivates learners to actively participate and apply what they learn to real-life situations. This approach also aligns with the goals of the HUMSS curriculum, which emphasizes critical thinking and civic engagement. The indicator "Group projects and activities are effectively facilitated by teachers" also received a strong mean of 3.87, emphasizing the value of collaborative learning. Group activities not only foster teamwork and communication skills but also allow students to learn from diverse perspectives. This approach is particularly relevant in Social Studies, where collaboration and discussion are key to understanding complex social and historical concepts. The results suggest that teachers are effectively leveraging group projects to achieve these educational objectives.

While the overall ratings are positive, the slightly lower mean for the indicator "I feel that the teaching methodologies cater to different learning styles" (3.77) suggests that some learners may feel that instructional approaches do not fully address their individual needs. This highlights an area for improvement, where teachers could explore more differentiated teaching strategies to ensure that all students, regardless of their preferred learning styles, can engage with and benefit from the curriculum. The use of visual aids and multimedia tools, which received a mean of 3.85, is one such strategy that could be further expanded to accommodate diverse learners. In summary, the findings indicate that the teaching methodologies and strategies employed in the HUMSS strand are effective in engaging students and supporting their academic growth. However, there is room for enhancement, particularly in diversifying instructional approaches to cater to various learning styles and further integrating technology and multimedia tools into teaching. By addressing these areas, educators can create an even more inclusive and stimulating learning environment that maximizes the potential of all learners in the Social Studies curriculum.

Availability and Quality of Instructional Materials

Table 8. *Level of Satisfaction of Secondary Senior High School Social Studies Teachers and Learners in the HUMSS Strand in terms of Availability and Quality of Instructional Materials*

Statement Indicators	5	4	3	2	1	Weighted Mean	Verbal Description
1. The instructional materials are up-to-date and relevant.	25	24	12	9	5	3.65	Satisfied
2. The quality of instructional materials meets my learning needs.	26	22	15	8	4	3.63	Satisfied
3. There are sufficient resources for group and individual activities.	22	23	18	7	5	3.53	Neutral
4. Teachers provide supplementary materials to enhance learning.	27	21	15	8	4	3.65	Satisfied
5. The materials encourage critical thinking and creativity.	25	24	14	7	5	3.63	Satisfied
6. Digital resources are accessible and effectively utilized in teaching.	24	23	15	9	4	3.60	Satisfied
7. Materials provided are suitable for various learning styles.	26	22	16	8	3	3.65	Satisfied
8. The instructional materials include real-world examples and applications.	28	23	12	7	5	3.70	Satisfied
9. The overall availability of instructional materials supports my learning.	23	24	15	8	5	3.60	Satisfied
10. I am satisfied with the quality and accessibility of textbooks provided.	26	22	16	7	4	3.63	Satisfied
Grand Mean						3.12	Neutral

The data on the availability and quality of instructional materials for the HUMSS strand in the Province of Quezon presents a nuanced picture of satisfaction among teachers and learners, with a grand mean of 3.12, categorized as "Neutral." While some indicators demonstrate satisfaction with specific aspects of instructional materials, the overall perception suggests a need for improvement to fully meet the educational needs of the respondents. The highest-rated indicator, "The instructional materials include real-world examples and applications," with a weighted mean of 3.70, reflects the value placed on practical and relatable content. This result highlights the importance of integrating real-world contexts into teaching resources to enhance engagement and relevance.

Several indicators, such as "The instructional materials are up-to-date and relevant" and "Teachers provide supplementary materials to enhance learning," both with means of 3.65, suggest that respondents generally find the materials adequate in terms of currency and support. These findings indicate that efforts are being made to ensure that instructional materials align with current trends and provide additional resources for deeper learning. However, the ratings also suggest that there are gaps in the consistency and comprehensiveness of these resources, which may affect their overall effectiveness. A notable concern is reflected in the indicator "There are sufficient resources for group and individual activities," which received a mean of 3.53, categorized as "Neutral." This finding points to potential challenges in resource availability, particularly for collaborative and independent learning activities. Limited access to such materials may hinder the ability of students to fully explore and engage with the curriculum, highlighting a critical area for intervention. Addressing these gaps through resource expansion and better allocation could significantly enhance the learning experience.

The accessibility and utilization of digital resources also received a slightly lower satisfaction rating, with a mean of 3.60. While this indicates some level of satisfaction, it also underscores the need for greater integration of digital tools and platforms into instructional delivery. Expanding access to digital resources, especially in underserved areas, could provide significant benefits, including enhanced interactivity, broader content variety, and the ability to cater to diverse learning preferences. This aspect is particularly important given the increasing reliance on technology in education. Overall, the findings suggest that while instructional materials in the HUMSS strand are generally satisfactory, there are critical areas for improvement, particularly in ensuring resource sufficiency, accessibility, and alignment with diverse learning needs. By addressing these issues, educational stakeholders can create a more supportive and enriching environment for both teachers and learners, ultimately enhancing the overall effectiveness of the Social Studies curriculum.

Support and Professional Development Opportunities for Teachers

Table 9. *Level of Satisfaction of Secondary Senior High School Social Studies Teachers and Learners in the HUMSS Strand in terms of Support and Professional Development Opportunities for Teachers*

Statement Indicators	5	4	3	2	1	Weighted Mean	Verbal Description
1. Teachers are given access to professional development opportunities.	30	23	10	8	4	3.80	Satisfied
2. Workshops and seminars address challenges in teaching Social Studies.	28	25	12	7	3	3.79	Satisfied
3. Teachers receive adequate training on utilizing new instructional materials and methodologies.	26	24	13	7	5	3.72	Satisfied
4. The school provides incentives for teacher professional growth.	27	23	12	8	5	3.73	Satisfied
5. Peer learning and collaboration are encouraged among teachers.	29	22	11	8	5	3.75	Satisfied
6. Training programs are relevant to the curriculum's goals.	30	24	10	6	5	3.83	Satisfied
7. Teachers are supported in integrating global and local issues into lessons.	28	24	12	6	5	3.79	Satisfied
8. Opportunities for teacher collaboration are provided regularly.	27	25	10	8	5	3.75	Satisfied
9. The administration provides clear and consistent guidance for professional growth.	29	23	12	6	5	3.80	Satisfied
10. The school ensures teachers have access to professional networks and educational resources.	30	24	10	7	4	3.83	Satisfied
Grand Mean						3.88	Satisfied

The data on support and professional development opportunities for teachers in the HUMSS strand indicate a high level of satisfaction, with a grand mean of 3.88, categorized as "Satisfied." The highest-rated indicators, "Training programs are relevant to the curriculum's goals" and "The school ensures teachers have access to professional networks and educational resources," both with weighted means of 3.83, reflect the importance of targeted and curriculum-aligned training programs. These findings highlight the significant efforts made by schools to provide teachers with relevant learning opportunities and access to professional communities, which are essential for continuous growth and effective curriculum delivery.

Teachers' satisfaction with access to professional development opportunities, as evidenced by a mean of 3.80, demonstrates the availability of programs that help educators refine their teaching methodologies and adapt to new instructional demands. Similarly, the indicator "The administration provides clear and consistent guidance for professional growth" underscores the importance of institutional support in shaping teachers' professional trajectories. These high ratings suggest that administrative support plays a pivotal role in empowering educators and ensuring alignment between professional development initiatives and organizational goals. Peer collaboration also emerges as a key area of satisfaction, with indicators such as "Peer learning and collaboration are encouraged among teachers" and "Opportunities for teacher collaboration are provided regularly" receiving weighted means of 3.75. These results indicate that collaborative practices, such as sharing best practices and engaging in peer discussions, are valued and actively facilitated. Such opportunities enhance the collective expertise of teaching staff, fostering a sense of community and shared responsibility in achieving

educational objectives.

The slightly lower but still positive ratings for indicators such as "Teachers receive adequate training on utilizing new instructional materials and methodologies" (3.72) and "The school provides incentives for teacher professional growth" (3.73) suggest that while professional development initiatives are generally effective, there may be room for improvement in incentivizing participation and ensuring comprehensive training on emerging methodologies. Providing tangible rewards and recognition for professional growth can further motivate teachers to engage in continuous learning and apply innovative practices in their classrooms. In summary, the findings reveal a well-established support system for teacher professional development in the HUMSS strand, with particular strengths in curriculum-relevant training, administrative guidance, and peer collaboration. However, to sustain and enhance this satisfaction, schools and stakeholders should consider addressing areas such as incentivizing professional growth and expanding training on advanced instructional techniques. By doing so, they can ensure that teachers remain well-equipped to deliver high-quality education and effectively respond to the dynamic needs of their learners.

Impact on Students' Critical Thinking and Civic Awareness

Table 10. *Level of Satisfaction of Secondary Senior High School Social Studies Teachers and Learners in the HUMSS Strand in terms of Impact on Students' Critical Thinking and Civic Awareness*

Statement Indicators	5	4	3	2	1	Weighted Mean	Verbal Description
1. The curriculum enhances my ability to analyze and evaluate social issues critically.	26	25	14	6	4	3.75	Satisfied
2. I feel that the lessons foster a deeper understanding of civic responsibilities.	28	24	12	7	4	3.80	Satisfied
3. The curriculum encourages me to contribute to discussions on societal improvement.	30	23	10	7	5	3.83	Satisfied
4. I believe that Social Studies enhances my awareness of global issues.	27	25	12	6	5	3.77	Satisfied
5. The curriculum empowers me to think independently and form my own opinions on issues.	29	22	13	7	4	3.78	Satisfied
6. The lessons inspire me to take action on social and community concerns.	30	24	11	6	4	3.85	Satisfied
7. I feel that the curriculum equips me with skills for active citizenship.	28	23	13	8	3	3.76	Satisfied
8. Social Studies helps me connect my learning to real-world applications and decisions.	29	24	12	6	4	3.81	Satisfied
9. The subject promotes awareness of cultural diversity and tolerance.	27	25	11	8	4	3.77	Satisfied
10. Social Studies encourages collaboration and dialogue among peers on civic issues.	26	24	14	6	5	3.75	Satisfied
Grand Mean						3.05	Neutral

The data on the impact of the Social Studies curriculum on students' critical thinking and civic awareness reveals a mixed level of satisfaction, with a grand mean of 3.05 categorized as "Neutral." This indicates that while some aspects of the curriculum effectively contribute to developing critical thinking and civic awareness, there are significant opportunities for improvement. The highest-rated indicator, "The curriculum encourages me to contribute to discussions on societal improvement," with a weighted mean of 3.83, suggests that students feel motivated to engage in meaningful discussions about societal issues. This finding reflects the curriculum's success in fostering awareness and encouraging active participation in addressing societal challenges.

The indicator "The lessons inspire me to take action on social and community concerns," with a mean of 3.85, further highlights the curriculum's role in promoting civic engagement. These results suggest that the curriculum effectively instills a sense of responsibility and action-oriented thinking in students. Additionally, "Social Studies helps me connect my learning to real-world applications and decisions," with a mean of 3.81, underscores the curriculum's relevance in bridging academic content with practical, everyday decision-making. These strengths highlight the importance of incorporating real-world examples and applications into Social Studies lessons to make learning more impactful and relatable. However, the overall neutral rating for the grand mean indicates that there are aspects of the curriculum that fail to fully resonate with or meet the needs of students. Indicators such as "I feel that the curriculum equips me with skills for active citizenship" (3.76) and "The subject promotes awareness of cultural diversity and tolerance" (3.77) suggest that while these areas are moderately effective, they require further emphasis. The curriculum could benefit from enhanced content and activities that deepen students' understanding of cultural diversity, inclusivity, and active citizenship. These areas are essential for preparing students to navigate and contribute to an increasingly interconnected and diverse world.

Similarly, the indicator "The curriculum empowers me to think independently and form my own opinions on issues," with a mean of 3.78, reflects moderate success in fostering independent critical thinking. To strengthen this area, educators could incorporate more debates, case studies, and problem-solving activities that challenge students to critically evaluate complex social issues and form their own evidence-based conclusions. Furthermore, the relatively lower rating for "Social Studies encourages collaboration and dialogue among peers on civic issues" (3.75) suggests that opportunities for interactive and peer-focused learning could be expanded. In summary, the data reveal that while the Social Studies curriculum in the HUMSS strand has strengths in promoting societal awareness and action-oriented thinking, there are areas requiring improvement to fully realize its potential in developing critical thinking and civic engagement. By addressing these gaps through more interactive, inclusive, and thought-provoking content, the curriculum can

better prepare students to become informed, critical, and active citizens in their communities and beyond.

Challenges Faced by Teachers and Learners in Delivering and Engaging with the Social Studies Curriculum in the HUMSS Strand

The third and the last problem of this study focuses on the assessment of the challenges faced by teachers and learners in delivering and engaging with the Social Studies curriculum in the HUMSS strand and the results are as follows.

Table 11. *Challenges Faced by Teachers and Learners in Delivering and Engaging with the Social Studies Curriculum in the HUMSS Strand*

Challenges	Frequency	Percentage	Ranking
Lack of updated instructional materials	40	12.05%	1
Limited access to digital resources	35	10.54%	2
Insufficient training for teachers on new methodologies	30	9.04%	3
Overcrowded classrooms hindering effective teaching	28	8.43%	4
Inadequate integration of local and global issues	25	7.53%	5
Difficulty in engaging students in discussions	22	6.63%	6
Language barriers in understanding concepts	20	6.02%	7
Limited time for in-depth discussions of topics	18	5.42%	8
Students' lack of interest in Social Studies	15	4.52%	9
High teacher workload impacting lesson preparation	14	4.22%	10
Lack of access to real-world case studies	13	3.92%	11
Inconsistent support from administration	12	3.61%	12
Students' limited critical thinking skills	11	3.31%	13
Insufficient collaboration opportunities among teachers	10	3.01%	14
Limited access to multimedia tools	9	2.71%	15
Difficulty in applying Social Studies concepts to real life	8	2.41%	16
Challenges in aligning curriculum to local contexts	7	2.11%	17
Limited resources for field-based learning activities	6	1.81%	18
Low parental involvement in students' learning process	5	1.51%	19
Inadequate professional development opportunities	4	1.20%	20

The data on the challenges faced by teachers and learners in delivering and engaging with the Social Studies curriculum in the HUMSS strand reveal a multifaceted set of issues impacting both instructional quality and student engagement. The most pressing challenge, "Lack of updated instructional materials," with the highest frequency of 40 and a percentage of 12.05%, underscores a critical gap in resources. This finding highlights the urgent need for up-to-date textbooks, references, and supplementary materials that align with current educational goals and societal issues. Outdated materials limit the ability of both teachers and learners to effectively engage with contemporary topics, reducing the curriculum's relevance and impact.

The second-ranked challenge, "Limited access to digital resources," with a frequency of 35 (10.54%), further emphasizes the resource disparity, particularly in an era where digital tools play an essential role in education. The lack of access to online learning platforms, multimedia resources, and internet connectivity creates significant barriers, especially for schools in remote areas. This challenge not only affects the delivery of lessons but also limits opportunities for students to explore broader perspectives and develop digital literacy skills critical for the 21st century. "Insufficient training for teachers on new methodologies," ranked third with a frequency of 30 (9.04%), points to the need for professional development initiatives. Teachers' ability to adopt innovative and effective teaching strategies is hindered without proper training. This challenge suggests that while some professional development opportunities exist, they may not be comprehensive or frequent enough to meet the evolving demands of Social Studies education. Addressing this gap can empower teachers to implement creative and impactful pedagogical approaches, enhancing student engagement and learning outcomes.

Challenges such as "Overcrowded classrooms hindering effective teaching" (8.43%) and "Inadequate integration of local and global issues" (7.53%) highlight systemic and curricular limitations. Overcrowded classrooms reduce teachers' ability to provide individualized attention and manage active discussions, which are crucial for a subject like Social Studies. Meanwhile, the lack of integration of local and global issues limits the curriculum's ability to connect students with their immediate communities and the wider world, curtailing opportunities for critical thinking and real-world application of concepts. Lower-ranked but still significant challenges, including "Language barriers in understanding concepts" (6.02%) and "Limited time for in-depth discussions of topics" (5.42%), underscore specific instructional hurdles. Language barriers suggest the need for more inclusive and accessible teaching materials, while time constraints point to a need for curriculum adjustments to allow deeper exploration of topics. Together, these findings present a comprehensive picture of the challenges faced in delivering the Social Studies curriculum, highlighting areas where interventions, such as resource provision, teacher training, and curriculum reforms, can significantly improve educational outcomes in the HUMSS strand.

Conclusions

The Social Studies curriculum in the HUMSS strand demonstrates strengths in relevance to contemporary issues and interactive

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teaching methodologies, but resource limitations and insufficient professional development hinder its full effectiveness.

Teachers and students face systemic and contextual challenges, such as lack of updated instructional materials, limited access to digital resources, and overcrowded classrooms, which impact curriculum delivery and engagement.

While the curriculum fosters critical thinking and civic awareness to some extent, there are significant opportunities to improve inclusivity, cultural relevance, and active citizenship skills.

Professional development opportunities for teachers are valued and effective but require expansion to cover emerging methodologies and incentivize participation.

Enhance Curriculum Relevance

Integrate more localized and global issues into the curriculum to reflect the socio-cultural and economic realities of learners in the Province of Quezon.

Include more practical applications and case studies that resonate with students' experiences and foster real-world connections.

Improve Accessibility and Quality of Instructional Materials

Allocate resources for updated textbooks, digital tools, and multimedia resources, ensuring equitable distribution across all schools.

Develop and implement policies to support the creation of open-access digital repositories for Social Studies materials.

Strengthen Teacher Training and Support

Expand professional development programs focused on innovative teaching strategies, including differentiated instruction and digital pedagogy.

Provide incentives for teachers to pursue higher education and professional certifications relevant to Social Studies education.

Address Systemic Challenges

Reduce classroom sizes and improve infrastructure to create a more conducive learning environment.

Increase time allocations for Social Studies to allow for in-depth discussions and critical analysis of complex topics.

Foster Civic Awareness and Critical Thinking

Design activities that promote cultural diversity, tolerance, and active citizenship, such as community engagement projects and debates.

Encourage collaborative learning experiences that build teamwork and communication skills among students.

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