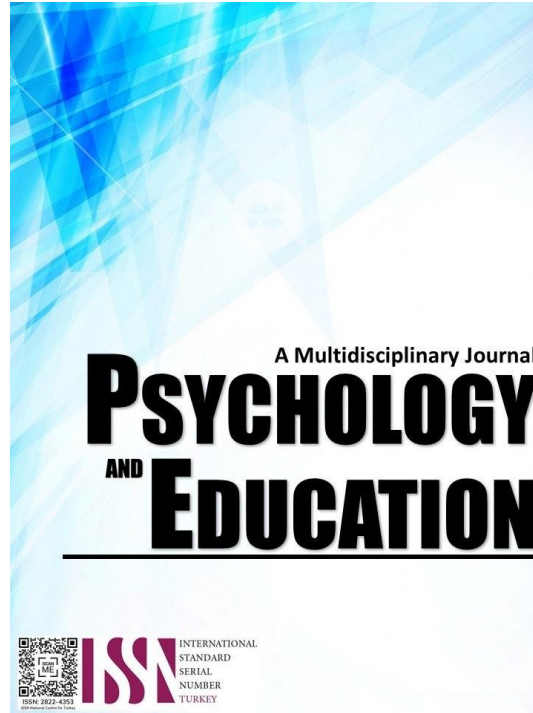


# NAVIGATING CHALLENGES: THE LIVED EXPERIENCES OF SOCIAL STUDIES TEACHERS FACING RESOURCE TRAPPED IN FAR-FLUNG AREAS



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 36

Issue 9

Pages: 1023-1044

Document ID: 2025PEMJ3523

DOI: 10.70838/pemj.360907

Manuscript Accepted: 04-29-2025

## Navigating Challenges: The Lived Experiences of Social Studies Teachers Facing Resource-Trapped in Far-Flung Areas

Junellyn D. Ancheta,\* Mary Grace O. Gallego

For affiliations and correspondence, see the last page.

### Abstract

This study explores the lived experiences of Social Studies teachers working in remote, resource-deprived areas, focusing on the challenges they face and the adaptive strategies they employ to overcome these obstacles. Utilizing a qualitative phenomenological approach, the study analyzes in-depth responses from seven experienced Social Studies teachers who work in challenging environments where limited access to teaching materials, technology, and professional development opportunities significantly impacts their instructional practices. Despite these constraints, the teachers exhibit remarkable resilience and resourcefulness, relying on local resources, community involvement, and creative pedagogical techniques such as group discussions, project-based learning, and field trips. The study reveals that, through these adaptive strategies, the teachers maintain the integrity of the Social Studies curriculum and foster student engagement and motivation. The findings highlight the importance of self-efficacy and professional beliefs in shaping the teachers' approaches and how their confidence has grown over time, enabling them to refine their teaching strategies to better meet students' needs. In general, the experiences of these teachers underscore the significance of adaptability, resilience, and a commitment to student success in overcoming resource limitations.

**Keywords:** *social studies education, resource-trapped, teacher resilience, self-efficacy, creative pedagogy, professional development, resourcefulness, student engagement, qualitative research, phenomenology*

### Introduction

In recent years, the challenges faced by educators in remote or far-flung areas have garnered increasing attention in the field of education. Social studies, as an integral subject in school curricula, often faces additional challenges in these regions due to the lack of resources necessary for effective teaching. Teachers in these areas often work under difficult conditions, with limited access to modern teaching materials, technology, and professional development opportunities. These barriers significantly impact the quality of education provided to students, particularly in subjects like social studies, which require diverse resources to make the learning process more dynamic and engaging. The lived experiences of these teachers, who are at the frontlines of education in resource-deprived areas, offer valuable insights into the systemic issues that need to be addressed to improve education in remote settings.

One of the key challenges faced by social studies teachers in remote areas is the scarcity of teaching resources. This limitation not only hinders their ability to provide diverse learning experiences for students but also affects the teachers' morale and their professional development. The lack of resources such as textbooks, multimedia tools, internet access, and even basic teaching materials creates a barrier to effective teaching and learning. Moreover, teachers in far-flung areas often find themselves isolated from professional support networks, making it difficult for them to keep up with advancements in pedagogy and curriculum development. This resource trap is compounded by logistical challenges, inadequate infrastructure, and socio-economic factors that make teaching in these areas particularly challenging.

A number of studies have explored the impact of resource scarcity on teaching practices in remote areas across various educational contexts. In a study by Fisher and Frey (2018), teachers in rural schools in the United States reported that limited access to resources significantly affected their teaching strategies, particularly in subjects that require a higher degree of interactivity, such as social studies. Similarly, research by Stough et al. (2019) highlighted the importance of resources in supporting teacher efficacy, noting that teachers in isolated communities often feel unsupported due to a lack of access to necessary materials and professional development opportunities. Furthermore, a study by Shulman (2017) found that teachers in resource-poor settings are often forced to rely on traditional and less effective teaching methods due to the absence of modern educational tools, ultimately impacting student engagement and learning outcomes.

In the context of the Philippines, various studies have examined the challenges faced by teachers in remote areas. According to a report by the Department of Education (2021), teachers in far-flung areas often lack the necessary teaching resources, with many schools operating without basic instructional materials such as textbooks, maps, and other educational tools. A study by Bautista and Galang (2020) emphasized that teachers in these areas face significant challenges in maintaining student engagement due to the lack of resources, and that this situation is exacerbated by poor infrastructure and limited access to training programs. Furthermore, the National Educators Academy of the Philippines (NEAP, 2022) highlighted that social studies teacher, in particular, face difficulty in fostering a deeper understanding of the subject matter among students, as they often lack the resources to conduct field-based learning experiences, which are essential for this subject.

Locally, studies in various provinces in the Philippines have explored the resource limitations faced by teachers in remote areas. A study by Navarro et al. (2020) focused on the challenges faced by teachers in the mountainous regions of the Cordillera Administrative

Region. The research revealed that social studies teachers in these areas were particularly affected by the lack of instructional materials, including maps, reference books, and access to current events. Moreover, the teachers in this study expressed feelings of isolation due to the geographical distance from educational hubs and professional development opportunities. Similarly, a study by San Juan (2021) in the rural areas of Mindanao found that teachers often resorted to creative solutions, such as using local materials for teaching, but were still constrained by the lack of technological resources and proper training.

Despite the existing body of research on resource trapped in remote areas, there remains a gap in understanding the specific lived experiences of social studies teachers working in these conditions. Much of the literature focuses on the general challenges faced by teachers in isolated areas, but few studies delve into the subjective experiences of these educators and how they adapt their teaching practices in the face of resource constraints. Additionally, while there is considerable focus on the impact of resource limitations on teaching effectiveness, there is limited exploration of how these teachers navigate personal, professional, and social challenges in their daily work. This study aims to fill this gap by providing a comprehensive account of the lived experiences of social studies teachers in remote areas, shedding light on the personal and professional strategies they employ to overcome resource limitations.

## Research Questions

This study aimed to explore the lived experiences of social studies teachers working in resource-trapped areas in far-flung regions. Given the unique challenges posed by such environments, understanding how teachers navigated these challenges was essential for improving educational practices and outcomes. Specifically, this study sought to answer the following queries:

1. What are the lived experiences of social studies teachers in resource-constrained, in far-flung areas, and how do these experiences shape their pedagogical practices?
2. What are the primary challenges encountered by social studies teachers in delivering effective instruction within resource-deprived environments in remote areas?
3. How do the perceived self-efficacy and professional beliefs of social studies teachers influence their instructional practices in isolated, under-resourced contexts?

## Methodology

### Research Design

This study explored the lived experiences of Social Studies teachers in resource-trapped settings and used a qualitative research design, specifically a phenomenological research approach. Phenomenology, a qualitative research approach, was ideal for this type of study because it focused on understanding the essence of individuals' lived experiences, perceptions, and interpretations of a phenomenon (Creswell, 2013). In this case, the phenomenon was the teachers' experiences of teaching in resource-limited environments, specifically in far-flung areas, and how these experiences shaped their professional beliefs and self-efficacy.

The phenomenological approach was particularly effective in exploring how individuals perceived and made sense of their experiences within a specific context (Moustakas, 1994). According to Giorgi (2009), phenomenology allowed the researcher to deeply explore participants' descriptions of their experiences without pre-existing hypotheses or theories influencing the data collection and analysis. By using this approach, the study provided rich insights into the lived realities of Social Studies teachers, uncovering the challenges and strategies they employed in response to resource limitations. Phenomenology also aligned with the study's aim to understand how teachers adapted their methods and maintained professional efficacy despite the challenges posed by their environments. Patton (2015) argued that phenomenological research was valuable in contexts where the researcher sought to understand the meaning participants attached to their lived experiences. In the case of Social Studies teachers in remote areas, this method allowed for an exploration of their perceptions of resource limitations and the ways these limitations affected their teaching practices and beliefs.

Furthermore, Smith, Flowers, and Larkin (2009) highlighted that phenomenology provided a way to capture the essence of human experiences in their natural setting, making it well-suited for research focusing on specific groups, such as teachers in rural or resource-poor settings. This design facilitated the collection of detailed, first-person accounts that helped to illuminate the challenges and strategies that shaped teachers' professional development and instructional methods in these contexts.

### Respondents

The study involved seven (7) participants, specifically Social Studies teachers from three high schools located in remote areas within the municipality of Libungan: Cesar C. Cabaya High School, Timuey Anguang B. Campong Integrated School, and Padura-Espabo High School. The selection of these participants was based on several key criteria. First, the participants had to be Social Studies teachers who had been teaching in their respective schools for at least two years. This ensured that they had sufficient experience and familiarity with the challenges posed by teaching in resource-limited environments. Second, the teachers had to be responsible for delivering the Social Studies curriculum at the high school level, as the study sought to understand the experiences of educators who were directly involved in this subject area. Third, the study focused on teachers who worked in resource-constrained schools in remote areas, where access to teaching materials, technology, and other resources was limited. These teachers were likely to have unique insights into the ways they adapted their teaching methods and managed the challenges of their environment. Additionally, the

willingness to participate in the study was a critical criterion.

Participants had to voluntarily agree to engage in the research and share their lived experiences through interviews and other data collection methods. The study ensured that participants were informed of the research objectives, and that informed consent was obtained, respecting ethical standards of confidentiality and voluntary participation. Lastly, the study aimed to include participants with a range of teaching backgrounds, ensuring diversity in terms of gender, age, and teaching contexts, to provide a comprehensive understanding of the experiences of Social Studies teachers in these remote settings. These criteria allowed the study to capture rich, diverse, and relevant data that reflected the complex realities of teaching in far-flung areas with limited resources.

Creswell and Poth (2018) suggest that 5 to 25 participants are generally sufficient in phenomenological research, as the focus is on rich, detailed narratives rather than generalizability. Additionally, Guest, Bunce, and Johnson (2006) argue that data saturation—the point at which no new themes or insights emerge—can often be achieved with 6 to 12 participants. Given the specificity of the research focus, seven participants provide a balanced sample size, ensuring sufficient depth of analysis while maintaining manageability for thorough data interpretation.

Furthermore, Braun and Clarke (2013) highlighted that even small participant groups in thematic analysis could yield meaningful and robust findings when the data was carefully analyzed. Since this study delved into the lived experiences of Social Studies teachers in resource-limited, far-flung areas, the narratives of seven educators offered valuable insights into their challenges, coping strategies, and adaptive teaching practices. This sample size was appropriate for uncovering shared patterns and variations in experiences, making it well-suited for the study's qualitative research design.

### **Instrument**

The instrument for this study used semi-structured in-depth interviews designed to capture the rich, nuanced lived experiences of social studies teachers working in resource-trapped, far-flung areas. The interview guide consisted of open-ended questions aimed at eliciting personal narratives about the challenges teachers faced, including but not limited to the scarcity of teaching materials, infrastructural limitations, and difficulties related to student engagement in remote settings. Questions explored teachers' coping strategies, their perceptions of professional support (or lack thereof), and the emotional and psychological impacts of working in such conditions. The semi-structured nature of the interviews allowed for flexibility, enabling participants to express their experiences freely while still ensuring that critical themes were explored. Follow-up prompts were used to delve deeper into particular issues, allowing for the emergence of rich, descriptive data that formed the basis for thematic analysis, aligned with the phenomenological framework of the study.

Creswell and Poth (2018) argue that qualitative phenomenological studies are particularly suited to exploring lived experiences and understanding how individuals make sense of their challenges. They highlight that in-depth interviews are an effective method to capture participants' personal perspectives, particularly when the research seeks to uncover the essence of an experience, as is the case with your study on the lived experiences of social studies teachers facing resource constraints in remote areas. Interviews allow researchers to deeply explore individuals' emotions, perceptions, and interpretations of their environments, making it a fitting approach for your research.

### **Procedure**

The data gathering procedure for this study followed a qualitative approach to capture the lived experiences of Social Studies teachers in resource-limited schools within the municipality of Libungan. The primary method of data collection was semi-structured interviews, which allowed for flexibility in exploring participants' experiences while ensuring that all relevant topics were covered (Kallio et al., 2016). Prior to the interviews, participants were provided with an informed consent form outlining the study's objectives, confidentiality assurances, and voluntary participation. Once consent was obtained, interviews were scheduled at a time and place convenient for the participants. The interview guide was designed to explore key themes related to the participants' teaching practices, challenges faced due to resource limitations, and their strategies for adaptation. The interviews were conducted face-to-face, where possible, or via online platforms for participants located in more remote areas, using audio recording devices to ensure accurate transcription of responses. Each interview lasted approximately 45 to 60 minutes, with probing questions used to gather deeper insights into the teachers' perspectives. To ensure validity, the researcher employed member checking, where participants were asked to review the interview transcripts and provide clarification or further elaboration on their responses (Harper & Cole, 2012).

Additionally, field notes were taken during the interviews to capture non-verbal cues and contextual details that enriched the data. After the interviews, the researcher transcribed the recordings verbatim, and the data were analyzed using thematic analysis to identify common themes, patterns, and variations in the participants' experiences. This process helped to ensure that the data gathering was thorough, reliable, and reflective of the teachers' lived realities in resource-constrained educational settings.

### **Data Analysis**

The data analysis for this study followed a thematic analysis approach, which was particularly suitable for qualitative research that aimed to identify and interpret patterns or themes within textual data (Braun & Clarke, 2006). After the completion of the semi-structured interviews and transcription of the data, the researcher began by thoroughly reading and familiarizing themselves with the

transcripts. This step was critical for gaining an in-depth understanding of the data. The next phase involved the process of coding, where meaningful segments of the interview transcripts were highlighted and categorized into codes that represented key ideas or concepts. These codes were then grouped into potential themes that reflected recurring patterns and insights about the lived experiences of Social Studies teachers in resource-limited settings. To ensure the credibility of the analysis, member checking was employed, where participants were invited to review the initial analysis to confirm the accuracy and relevance of the identified themes (Harper & Cole, 2012). Additionally, inter-coder reliability was used, where another researcher independently coded a portion of the data to verify consistency and enhance the trustworthiness of the analysis (Campbell et al., 2013).

Throughout the analysis, attention was paid to the contextual factors influencing the teachers' experiences, such as their level of self-efficacy, professional beliefs, and adaptations in teaching methods. The final analysis highlighted the core themes related to the teachers' challenges, strategies for overcoming resource constraints, and their perceptions of their professional roles. This approach allowed the researcher to draw meaningful conclusions about the factors that shaped the teaching practices of Social Studies educators in remote, resource-limited areas.

### **Ethical Considerations**

Ethical considerations were central to the integrity of this study. This research adhered to strict ethical guidelines to ensure that all participants were treated with respect and fairness. The study prioritized the safety and dignity of participants by upholding principles of autonomy, respect, and justice throughout the research process. Ethical approval was sought from an institutional review board (IRB) to ensure that the study complied with ethical standards related to human participants. The confidentiality of participant responses was maintained, and the information collected was only used for the purposes of this study.

The social value of this study lay in its potential to generate meaningful insights into the challenges faced by Social Studies teachers in remote areas. By identifying the strategies these educators employed to overcome resource limitations, the research aimed to contribute to improving educational practices and support structures. The findings could have informed educational policies and programs that better addressed the needs of teachers in rural and isolated settings, ultimately benefiting both educators and students by promoting more effective teaching environments and learning outcomes.

Informed consent was obtained from all participants prior to their involvement in the study. Each participant was provided with detailed information regarding the purpose of the research, the procedures involved, potential risks and benefits, and their rights as participants. Consent forms clearly explained that participation was voluntary, and that they could withdraw at any time without any negative consequences. The participants were also informed that their responses would be confidential and anonymized. This process ensured that participants were fully aware of what the research entailed before deciding to participate.

The participants in this study, who were Social Studies teachers in remote areas, may have been considered vulnerable due to the challenges they faced, including resource constraints and geographical isolation. It was essential to recognize the vulnerability of these educators, especially when discussing potentially sensitive topics related to their professional experiences and struggles. To mitigate any harm, the research was designed to ensure that participants felt comfortable sharing their experiences without fear of judgment or repercussion. The study also provided participants with the option to skip any questions or withdraw from the interview if they felt uncomfortable at any point.

While this study did not pose significant physical risks to participants, it was important to consider the emotional impact of discussing potentially challenging aspects of their professional lives. The benefits of participation included contributing to a better understanding of the difficulties faced by teachers in remote settings, which might have led to improvements in their professional support and resources. The safety of the participants was prioritized, ensuring that their participation was not harmful in any way. Participants were given access to resources and support should they have felt distressed during or after the interview process.

Privacy and confidentiality were central to this study. All personal and identifying information was kept strictly confidential. Data was anonymized, and any identifying details were removed from transcripts and reports. The information gathered was only used for the purposes of the study and was securely stored in a password-protected database. Only authorized individuals involved in the research had access to the data. These measures ensured that participants' identities were protected, and their responses remained confidential, thus encouraging honest and open sharing of experiences.

Transparency was a key aspect of this study. Participants were kept informed at every stage of the research process. They were provided with clear information about the purpose of the study, how the data would be used, and any potential outcomes. Furthermore, the researcher ensured that the participants had access to the results of the study upon completion. This commitment to transparency built trust between the researcher and participants, and fostered a sense of ownership over the research process.

The research was conducted with adequate facilities to ensure the smooth execution of the study. The necessary tools for data collection, such as interview guides and recording equipment, were available. Data was securely stored and processed using reliable software and systems, ensuring that all information remained protected and accessible only to the researcher. These facilities helped ensure the research was conducted efficiently and ethically while upholding high standards of data management.

Community involvement played a crucial role in the success of this study. Engaging with local educational stakeholders and community



members ensured that the research remained relevant and contextually appropriate. The study sought feedback from teachers, school administrators, and local policymakers to better understand the needs of teachers in remote areas. Additionally, the findings were shared with the community to ensure that the insights gained from the research could be used to inform policies and practices that supported teachers and improved education in these underserved regions.

## Results and Discussion

This qualitative study describes the lived experiences of Social Studies teachers facing resource-trapped in far-flung areas. The research sought to uncover a deeper understanding of the experiences of social studies teachers who experience resource-trapped in far-flung areas. Given the unique challenges posed by such environments, understanding how teachers explore these challenges is essential for improving educational practices and outcomes. To gain insight into the experiences of the participants, the central, overarching research questions are: (1) What are the lived experiences of social studies teachers in resource-constrained, in far-flung areas, and how do these experiences shape their pedagogical practices? (2) What are the primary challenges encountered by social studies teachers in delivering effective instruction within resource-deprived environments in remote areas? (3) How do the perceived self-efficacy and professional beliefs of social studies teachers influence their instructional practices in isolated, under-resourced contexts?

The presentation of the findings allows the voices of the participants to come through in thick, rich, detailed descriptions, which is a key component of a qualitative, thematic approach. Data analysis using a thematic approach (Moustakas, 1994) shows themes across all data collection methods: face-to-face interviews, questionnaires, and photo narratives. This chapter presents findings based on seven (7) interviews with social studies teachers who experience resource-trapped in far-flung areas experiences. The interview questions were designed to gain the perspective of these of social studies teachers on the challenges they have faced and how they have coped in the performance of their jobs.

During the interviews, participants discussed their experiences particularly, their challenges, and experiences in dealing with the students. Interviews were concentrated on the lived experiences of social studies teachers experience resource-trapped in far-flung areas. The data presented in this chapter are organized as follows:

### Profile Background of the Participants

Table 1. *Participants' Profile*

| <i>Participants</i> | <i>School Teaching</i>                      | <i>Age</i> | <i>Sex</i> | <i>Grade Level</i> | <i>Years of Teaching</i> | <i>Status of Employment</i> |
|---------------------|---------------------------------------------|------------|------------|--------------------|--------------------------|-----------------------------|
| Maritess Reay       | Cesar C. Cabaya Sr. High School             | 37         | Female     | Grade 10           | 12                       | Permanent                   |
|                     | Timuey Anguang B. Campong Integrated School | 32         | Male       | Grade 7            | 8                        | Permanent                   |
| Alyssa              | Padura-Espabo High School                   | 45         | Female     | Grade 8            | 15                       | Permanent                   |
| Grace               | Padura-Espabo High School                   | 34         | Female     | Grade 10           | 10                       | Permanent                   |
| Maria Lyn           | Padura-Espabo High School                   | 28         | Female     | Grade 9            | 7                        | Permanent                   |
| Nuraisa             | Cesar C. Cabaya Sr. High School             | 42         | Female     | Grade 9            | 14                       | Permanent                   |
| Mufrid              | Timuey Anguang B. Campong Integrated School | 31         | Male       | Grade 8            | 9                        | Permanent                   |

The participants in this study are seven Social Studies teachers from various high schools situated in remote areas. Their demographic profiles indicate a diverse range of ages, teaching experiences, and grade-level assignments. The participants' ages range from 28 to 45 years old, with the youngest being Maria Lyn (28 years old) and the eldest being Alyssa (45 years old). This distribution suggests a mix of early-career and more experienced educators, contributing to a variety of perspectives on the challenges faced in resource-limited settings. Majority of participants are female (five out of seven), while two are male. This aligns with broader trends in the teaching profession, where women often make up a significant portion of the workforce. Additionally, all participants hold permanent employment status, indicating a level of job security that may impact their commitment to overcoming the difficulties associated with teaching in far-flung areas.

Moreover, the participants' teaching experience have been in the profession for a range of seven to fifteen years. Alyssa, with 15 years of experience, has the longest tenure, while Maria Lyn, with seven years, has the least. This variation allows for an in-depth exploration of how teaching experience influences their ability to navigate resource limitations. Participants are assigned to different grade levels, spanning Grades 7 to 10. This distribution provides insights into how resource challenges affect different stages of secondary education. Notably, two participants (Maritess and Grace) teach Grade 10, while the rest are distributed among Grades 7, 8, and 9.

Overall, the profile of the participants presents a well-rounded perspective on the lived experiences of Social Studies teachers in resource-trapped schools. Their varying levels of experience, age, and school assignments contribute to a comprehensive understanding of the challenges they face in delivering quality education despite limitations in their teaching environment.

### The Lived Experiences of Social Studies Teachers in Resource-constrained, in Far-flung Areas

Teaching in remote, resource-constrained areas presents unique challenges that require resilience, creativity, and adaptability. Social

Studies teachers in far-flung communities navigate daily struggles such as limited access to teaching materials, inadequate infrastructure, and geographical isolation, all of which impact the quality of education. Despite these constraints, they remain committed to delivering meaningful learning experiences, ensuring that students develop a deep understanding of history, culture, and civic responsibility. This study explores the lived experiences of Social Studies teachers in these challenging environments, highlighting their strategies for overcoming obstacles, maintaining student engagement, and upholding educational standards. By examining their insights and adaptations, this research seeks to provide a deeper understanding of the realities faced by educators in marginalized areas and the resilience that defines their profession.

**Table 2. *The Participants' Background, Teaching Experience, and Reasons for Choosing Social Studies as your field***

| <i>Probing Issue</i>                                                                                 | <i>Core Ideas</i>                                        | <i>Categories</i>                                 | <i>Essential Theme</i>                  |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------|-----------------------------------------|
| Participants' Background, Teaching Experience, and Reasons for Choosing Social Studies as your field | Empowering students through critical thinking.           | Empowerment and Social Change                     | Resilient Adaptation in Remote Teaching |
|                                                                                                      | Broadening perspectives and societal interconnectedness. | Interdisciplinary Approach and Global Perspective |                                         |
|                                                                                                      | Fostering critical thinking and engagement.              | Critical Thinking and Community Engagement        |                                         |
|                                                                                                      | Overcoming limitations for meaningful education.         | Commitment to Education Despite Constraints       |                                         |
|                                                                                                      | Passion for Social Studies and impact.                   | Passion for Teaching and Impacting Students       |                                         |
|                                                                                                      | Understanding societal forces and roles.                 | Understanding Societal Forces and Roles           |                                         |

### ***Theme 1: Resilient Adaptation in Remote Teaching***

This encapsulates the teachers' motivations for entering the profession, the daily challenges they face, and the strategies they employ to overcome resource limitations. It highlights their ability to adapt lesson plans, engage students creatively, and balance curriculum requirements despite constraints. Additionally, it reflects how these experiences shape their teaching philosophy and reinforce their commitment to education in underserved communities.

The participants recognize Social Studies as essential for helping students understand history, culture, and society. They believe it goes beyond memorization, focusing on critical thinking and societal issues to empower students as active, engaged citizens. Despite challenges, they remain committed to providing meaningful education.

Maritess: "I recognized Social Studies' potential to broaden students' understanding of history and culture, and despite limited resources, I remained committed to providing a meaningful education and bridging knowledge gaps."

Alyssa: "I believe teaching Social Studies empowers students to become active, engaged citizens by helping them understand historical events, societal issues, and their roles in shaping the world".

Nuraisa: "I became a teacher to give back to the community, choosing Social Studies to help students think critically about society, despite limited resources, and foster engaged citizenship".

The participants believe Social Studies provides students with a comprehensive understanding of the world by connecting science, politics, history, and culture. Despite limited resources, they remain committed to empowering students by broadening their perspectives and developing awareness of societal issues, history, and governance, aiming to equip them with the knowledge to become engaged citizens.

Grace: "I believe Social Studies connects various fields to give students a comprehensive understanding of the world, and despite limited resources, I remain committed to empowering them with a well-rounded perspective on society".

Maria Lyn: "I chose to teach Social Studies because it empowers students to understand the world beyond their village, and despite resource challenges, I find it rewarding to broaden their perspectives and make a positive impact on their lives".

Reay: "I saw teaching Social Studies as an opportunity to give back to the community by fostering critical thinking and helping students understand their roles in society, despite the challenges of limited resources".

Mufrid: "I chose to teach Social Studies out of a love for the subject and a desire to shape future generations, empowering students to think critically and engage with the world, despite resource limitations".

Table 3. *Teaching Social Studies in Resource-limited, Remote Areas Challenges Resources and Technology Access*

| <i>Probing Issue</i>                                                                                 | <i>Core Ideas</i>                                          | <i>Categories</i>                             | <i>Essential Theme</i>                                                                               |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------|
| Teaching Social Studies in Resource-limited, Remote areas challenges resources and technology access | Limited resources and isolation hinder effective teaching. | Lack of Resources, Remote Teaching Challenges | Teaching Social Studies in Resource-limited, Remote areas challenges resources and technology access |
|                                                                                                      | Limited resources and support hinder engagement, growth.   | Engagement Challenges, Professional Growth    |                                                                                                      |

## **Theme 2: Challenges of Teaching in Resource-Limited and Isolated Environments**

All participants mentioned struggles related to inadequate resources, outdated textbooks, and limited access to teaching materials. Many also pointed out the lack of infrastructure and technology like projectors, libraries, and internet access.

Maritess: “One of my biggest struggles is teaching in a remote area where we lack resources like books, maps, and reliable internet, making it hard to engage students without visual aids or the ability to connect with the outside world”.

Reay: “I struggle with outdated resources, including old textbooks and no projector, and teaching multiple grade levels at once, making it hard to engage students with current content and give them the attention they need”.

Grace: “The lack of infrastructure, such as not having a proper library and limited access to materials, makes it difficult for me to teach Social Studies and help my students connect with global issues beyond their immediate surroundings”.

Mufrid: In this remote area, the challenges are endless, with outdated textbooks, a lack of basic teaching materials, and no support from administration, making it feel like I’m constantly fighting an uphill battle to do my best with what little we have.

Several participants expressed difficulties in keeping students engaged without multimedia tools and the necessary teaching aids, as well as challenges related to student motivation. The lack of professional development opportunities was a recurring theme, with some participants feeling isolated and unable to grow as educators.

Maria Lyn: “One of my daily challenges is keeping students engaged, as I lack multimedia tools and often rely on chalk and the board, while transportation issues and student motivation also disrupt our lessons”.

Allysa: My experience has been both rewarding and challenging, as the lack of resources like textbooks and visual aids makes teaching difficult, and the isolation, along with the absence of professional development opportunities, leaves me feeling stuck and unable to grow as a teacher.

Some participants mentioned the challenges of managing large classes and teaching multiple grade levels at once with limited resources. (Reay, Nuraisa)

Nuraisa: “The lack of modern teaching tools, difficulty accessing professional development, and managing large classes with limited resources make it challenging for me to teach Social Studies effectively, especially when visuals are necessary to explain complex topics”.

Reay: “I struggle with outdated resources, including old textbooks and no projector, and teaching multiple grade levels at once, making it hard to engage students with current content and give them the attention they need”.

The responses of the participants revolved around the scarcity of resources and the corresponding challenges that Social Studies teachers face in remote areas. Teachers described difficulties in engaging students due to limited access to teaching materials such as textbooks, maps, multimedia, and reliable internet access.

Furthermore, teachers emphasized the isolation they experience—both in terms of the lack of resources and the absence of professional development opportunities. Managing large, often mixed-grade classrooms with inadequate resources was another key concern. Despite these challenges, the participants show resilience by adapting their teaching strategies, using community resources, and relying on their own creativity to make lessons meaningful.

The responses are supported with the studies of Green and Lee (2019) that teachers in rural and resource-constrained areas face significant challenges that impact their ability to effectively teach, particularly in subjects like Social Studies. According to Green and Lee (2019), the scarcity of resources such as textbooks, maps, multimedia tools, and reliable internet access severely limits teachers' capacity to engage students with the full scope of the curriculum. In many cases, teachers are forced to rely on creative, low-cost strategies, such as using the blackboard for diagrams or drawing on local community knowledge, to make lessons more relatable and engaging (Klein, 2020). Additionally, the isolation experienced by teachers in these environments, both in terms of physical location and professional development, further exacerbates the challenges of teaching (Eliot, 2021).

Teachers often report feeling disconnected from broader educational trends and professional networks, which hinders their access to



ongoing training and support. Despite these obstacles, educators demonstrate remarkable resilience, adapting their teaching strategies by incorporating community resources and fostering collaborative, peer-based learning activities (Green & Lee, 2019). These efforts not only ensure that students remain engaged but also contribute to a learning environment that promotes critical thinking and community involvement (Klein, 2020).

Table 4. *Limited Resources Requires Them to Adapt Lesson Plans and Engage Students Creatively.*

| <i>Probing Issue</i>                                                                 | <i>Core Ideas</i>                             | <i>Categories</i>                          | <i>Essential Theme</i>                                          |
|--------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------|-----------------------------------------------------------------|
| Limited resources require them to adapt lesson plans and engage students creatively. | Creativity drives interaction and adaptation. | Resourcefulness and Creativity in Teaching | Creativity and Adaptability in Response to Resource Constraints |
|                                                                                      | Adapting through simplified lessons.          | Adapting to Resource Limitations           |                                                                 |

### **Theme 3: Creativity and Adaptability in Response to Resource Constraints**

Majority of the participants share how limited resources drive them to adapt their teaching methods creatively. They rely on alternative approaches such as using local surroundings, interactive discussions, storytelling, and historical narratives to engage students. Verbal discussions, the blackboard, and community resources, like elders, are frequently used, especially for teaching history. To further engage students, they incorporate local materials, such as newspaper clippings and resources from local libraries, and apply role-playing to teach complex topics like economics and politics, emphasizing key concepts over reliance on traditional teaching tools.

Maritess: “Limited resources push me to get creative, using local surroundings and interactive discussions to teach effectively.”

Reay: “With limited resources, I simplify lessons using storytelling, historical narratives, and encouraging imagination and critical thinking to engage students”.

Grace: “Due to limited resources, I use newspaper clippings, local libraries, and role-playing to engage students in topics like economics and politics”.

Most of the participants describe how they adapt to limited resources by moving away from outdated textbooks and using alternative methods such as handouts, group projects, and student-created materials like maps to teach current events and history. They emphasize the importance of creative approaches, including narrative-style teaching and peer-led learning activities, to maintain student engagement. Despite the resource limitations, they focus on core concepts and encourage collaboration through group research and student participation in creating educational content.

Allysa: “I rely on verbal discussions, the blackboard, and community resources like elders to teach history, focusing on key concepts due to limited resources”.

Maria Lyn: “I’ve adapted by moving away from outdated textbooks, using handouts and group projects to teach current events and encourage collaborative learning”.

Nuraisa: “In history lessons, I rely on creative approaches like student-drawn maps and narrative-style teaching to maintain engagement despite the lack of resources”.

Mufrid: “Due to the lack of resources, I simplify lessons, focus on core ideas, and use activities like student-created maps and group research to foster peer-led learning”.

The responses from the seven participants collectively emphasize the significant impact that resource limitations have on the teaching of Social Studies in remote, resource-constrained areas. Teachers consistently adapt their lesson plans by leveraging creative strategies, such as drawing maps on blackboards, using community resources, and relying on group activities and discussions.

Many teachers abandon traditional methods that depend on textbooks, technology, and multimedia, and instead foster student collaboration through peer presentations and role-playing. These adaptations not only highlight the teachers’ resourcefulness but also underscore their commitment to delivering quality education despite the scarcity of teaching materials. The need for innovation and community-based resources, along with the prioritization of core concepts over details, is a recurring theme across all responses. Teachers also emphasize how these strategies allow for deeper student engagement and an understanding of real-world applications, even in the absence of modern teaching tools.

This reflects insights into the resilience and adaptability of educators facing challenges in resource-limited settings. Relevant literature and previous studies support the idea that teachers in resource-poor environments often draw upon community-based resources, informal learning strategies, and flexible teaching methods to create meaningful educational experiences (Eliot, 2021; Green & Lee, 2019). Additionally, similar findings from phenomenological research underscore the importance of teacher creativity and local contextualization in overcoming material constraints (Klein, 2020). These strategies not only demonstrate a commitment to student success but also highlight the ongoing need for improved educational infrastructure in remote areas.

Table 5. *Teachers' Techniques to Adapt Lessons with Creative Resources Despite Limited Materials*

| <i>Probing Issue</i>                                                                     | <i>Core Ideas</i>                                           | <i>Categories</i>                           | <i>Essential Theme</i>                                     |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------|
| Teachers' techniques to adapt lessons with creative resources despite limited materials. | Engaging students through real-world connections.           | Engagement Strategies, Real-World Relevance | Innovative Engagement Strategies Amid Resource Constraints |
|                                                                                          | Promoting student ownership through interactive activities. | Interactive Learning, Real-World Relevance  |                                                            |
|                                                                                          | Enhancing learning with visuals and collaboration.          | Interactive Learning, Engagement Strategies |                                                            |

**Theme 4: Innovative Engagement Strategies Amid Resource Constraints**

This highlights the adaptive strategies teachers use to keep students engaged and motivated despite the lack of resources. Teachers rely on creative, hands-on, and student-centered approaches, such as community-based learning, group discussions, role-playing, and student-led projects. These methods help make Social Studies relevant to students' lives and maintain their interest, fostering active participation and collaboration. Despite challenges, the teachers' ability to innovate and personalize their teaching ensures that students remain motivated and engaged in their learning.

Most participants expressed that students engaged by connecting Social Studies to their lives, emphasizing local history, current events, and community issues. They incorporate group discussions, debates, and peer teaching to make the subject more relevant and engaging. For instance, the participant encourages students to explore topics such as local environmental issues, family history, or social changes within their community, making the lessons more personal and applicable to the students' experiences.

Maritess: "I connect Social Studies to students' lives by focusing on local history, current events, and community issues, using personal stories, group discussions, and peer teaching to boost engagement".

Allysa: "I maintain interest by connecting lessons to real-world issues, using storytelling to engage students emotionally, and encouraging student discussions to make Social Studies more relevant".

Maria Lyn: "I keep students engaged by giving them ownership of their learning through debates, presentations, and community-based projects, making Social Studies feel relevant to their lives".

Several participants maintained student interest through hands-on activities like role-playing, map-making, and student-led projects. These activities help students stay involved and deepen their understanding of Social Studies. For example, students are encouraged to create their own maps of local landmarks or role-play historical figures, which enables them to better understand key events and concepts.

Reay: "To keep students engaged, I use hands-on activities like map-making, role-playing, and student-led projects, which help them stay involved and deepen their understanding".

Grace: "I rely on group discussions, debates, and project-based learning, using interactive approaches like role-playing to make lessons relevant and engaging despite the lack of technology or modern resources".

Mufrid: "I keep lessons dynamic by using real-life examples, community stories, and student interviews, ensuring hands-on, interactive learning despite limited resources".

Only one participant fostered collaboration and engagement by using homemade visual aids, such as diagrams and posters, alongside group work. This approach helps students grasp complex topics while actively participating in the lesson.

Nuraisa: "I use homemade visual aids, like diagrams and posters, along with group work, to engage students and foster collaboration while teaching complex topics".

The participants' responses reveal a common theme of adapting to limited resources through creative, student-centered strategies designed to maintain engagement and motivation in Social Studies classes. Teachers use techniques such as group discussions, peer teaching, role-playing, and community-based projects to bring the subject matter to life and make it relevant to students' lives. By connecting lessons to real-world issues and allowing students to take ownership of their learning through projects and debates, teachers foster a sense of purpose and engagement. Additionally, despite the lack of modern resources, teachers leverage low-cost alternatives, such as homemade visual aids and student-led presentations, to ensure that students stay actively involved in their learning. These strategies not only engage students but also promote collaboration and critical thinking, helping to make Social Studies a more meaningful and interactive subject, even in resource-poor settings.

Teachers in remote, resource-constrained areas often rely on creative and student-centered strategies to engage and motivate their

students. Green and Lee (2019) highlight the importance of hands-on activities, such as group projects and role-playing, which allow students to actively participate in the learning process despite the lack of technological tools. These strategies not only foster a deeper understanding of the content but also build critical thinking and collaboration skills. Similarly, Klein (2020) emphasizes the use of community-based learning, where teachers draw on local resources and issues to make lessons more relevant and meaningful to students. By incorporating real-world problems, teachers make Social Studies more relatable, fostering student ownership and engagement. Additionally, research by Eliot (2021) shows that giving students opportunities to lead discussions, engage in debates, and present on topics of interest significantly increases their motivation. These methods, when adapted to the specific challenges of resource-limited settings, demonstrate that engaging students is possible through innovation and an emphasis on active, collaborative learning.

**Table 6. Traditional Content with Resource Constraints Adapting Lessons to Meet Educational Standards.**

| <i>Probing Issue</i>                                                                             | <i>Core Ideas</i>                             | <i>Categories</i>                                               | <i>Essential Theme</i>                                  |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------|
| Traditional content with resource constraints by adapting lessons to meet educational standards. | Simplifying content with creative activities. | Simplification of Content, Active Learning, Resource Adaptation | Adapting Traditional Curriculum to Resource Limitations |
|                                                                                                  | Student-led activities and peer teaching.     | Student Ownership, Resource Adaptation                          |                                                         |
|                                                                                                  | Practical methods and student engagement.     | Active Learning, Engagement Strategies                          |                                                         |

### **Theme 5: Adapting Traditional Curriculum to Resource Limitations**

The teachers' strategies to align the traditional content of Social Studies with the limitations they face in terms of teaching resources. The teachers emphasize simplifying lessons, prioritizing core concepts, and adapting their instructional methods to ensure students meet educational standards despite resource constraints. All participants use innovative approaches like project-based learning, community-based examples, peer teaching, and hands-on activities to maintain engagement while ensuring that essential learning objectives are achieved.

Maritess: I simplify content by focusing on key themes in Social Studies, using discussions and local resources to ensure students grasp foundational concepts despite limited textbooks.

Reay: I prioritize essential topics, use local examples, and adjust pacing with creative activities to meet standards despite limited resources.

Allysa: I balance traditional content with hands-on learning, simplifying lessons and using group work or projects to meet educational standards with available resources.

Grace: I focus on core objectives, using discussions, group projects, and community resources to foster critical thinking while meeting standards.

Maria Lyn: I integrate student-led activities and peer teaching to meet standards while adapting to resource limitations.

Nuraisa: I use practical methods like role-play and case studies to teach concepts and engage students despite resource challenges.

Mufrid: I adjust traditional content to the local context, using local examples to engage students and meet educational standards.

The responses reveal a shared approach among the participants to balance traditional Social Studies content with the constraints posed by limited resources. Teachers focus on simplifying lessons, prioritizing core topics, and adapting teaching methods to ensure that students still meet educational standards. Hands-on activities, such as group projects, community-based learning, and role-playing, allow students to engage with the content in a meaningful way without requiring expensive or complex resources. Teachers also utilize peer teaching, real-world applications, and local examples to make learning more relevant, while ensuring that essential concepts and skills are still covered. By focusing on creativity and adaptability, these teachers ensure that their students meet the educational standards, even in resource-limited environments.

Research highlights that teachers in resource-constrained settings often adapt their teaching strategies to balance the traditional curriculum with limited resources (Klein, 2020). Green and Lee (2019) emphasize that teachers utilize local and community-based resources to ensure students grasp the key concepts of the curriculum. In rural and isolated areas, teachers often simplify content and emphasize active learning through projects and discussions to maintain educational standards despite material constraints (Eliot, 2021). Additionally, teachers' focus on student-centered activities, such as peer teaching and role-playing, aligns with studies that demonstrate the effectiveness of these methods in engaging students and meeting learning objectives in low-resource contexts (Klein, 2020). These strategies not only align with educational standards but also encourage critical thinking and collaborative learning, preparing students for assessments while fostering a deeper understanding of Social Studies content.

Table 7. *Balancing Traditional Content with Resource Constraints Meeting Educational Standards.*

| <i>Probing Issue</i>                                                                         | <i>Core Ideas</i>                             | <i>Categories</i>                                               | <i>Essential Theme</i>                                                                |
|----------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Balancing traditional content with resource constraints while meeting educational standards. | Simplifying content with creative activities. | Simplification of Content, Active Learning, Resource Adaptation | Evolving Teaching Philosophy: Creativity, Flexibility, and Student-Centered Learning" |
|                                                                                              | Student-led activities and peer teaching.     | Student Ownership, Resource Adaptation                          |                                                                                       |
|                                                                                              | Practical methods and student engagement.     | Active Learning, Engagement Strategies                          |                                                                                       |

**Theme 6: *Evolving Teaching Philosophy: Creativity, Flexibility, and Student-Centered Learning***

This captures the shift in teaching philosophy among the participants, as they adapt to the challenges of resource constraints. Teachers emphasize the importance of creativity, flexibility, and student-centered learning in their approach to teaching Social Studies. Their focus has moved away from traditional, material-heavy methods to fostering critical thinking, problem-solving, and community engagement, ensuring that students still achieve meaningful learning outcomes despite the lack of resources.

Most of the participants emphasized the importance of adaptability, creativity, and student-centered learning in navigating resource-constrained environments. They highlighted how the lack of traditional resources pushed them to prioritize critical thinking and problem-solving, fostering a more interactive and engaging learning experience for their students.

Maritess: "Teaching in a resource-constrained environment has taught me to be adaptable and creative, prioritizing student engagement, critical thinking, and real-world problem-solving through interactive, student-centered lessons".

Allysa: "My teaching philosophy has shifted from traditional instruction to student-driven learning, emphasizing critical thinking, inquiry, and meaningful connections over rote memorization".

Nuraisa: "Limited resources have taught me patience and reinforced a student-centered approach, focusing on critical thinking, a love for learning, and helping students navigate their world beyond traditional tools".

Several participants underscored the significance of resourcefulness, local engagement, and real-world connections in teaching Social Studies. They expressed that working with limited materials encouraged them to incorporate community-based and contextualized learning, helping students connect historical and social concepts to their immediate environment.

Reay: "Working with limited resources has strengthened my resourcefulness, shifting my focus to fostering critical thinking and local engagement as essential aspects of Social Studies education".

Grace: "Teaching in a resource-limited environment has strengthened my belief in community-based learning, emphasizing real-world connections and empowering students as active participants in their education".

For some participant, creativity, resourcefulness, and civic responsibility became central to their teaching philosophy. They viewed challenges as opportunities for innovation in instruction, ensuring that students develop a sense of citizenship and social awareness despite the constraints.

Maria Lyn: "My teaching philosophy now emphasizes creativity and resourcefulness, focusing on big ideas like citizenship and civic responsibility while using challenges as opportunities for innovation".

Additionally, a few participants emphasized hands-on learning, collaboration, and critical thinking as essential strategies in their classrooms. They adapted by focusing on experiential and skill-based education, allowing students to engage with Social Studies through research, discussion, and problem-solving activities rather than relying solely on textbooks and lectures.

Mufriid: "Teaching in a resource-constrained environment has strengthened my commitment to hands-on learning, emphasizing critical thinking, research, collaboration, and problem-solving in Social Studies education".

Overall, the lived experiences of these Social Studies teachers reveal a strong commitment to transformative education, where limited resources do not hinder learning but instead encourage innovation, critical engagement, and a deeper connection to society. Research indicates that teachers in resource-limited environments often experience a shift in their teaching philosophy toward more creative and flexible approaches (Klein, 2020). Teachers in such settings learn to prioritize critical thinking, problem-solving, and student-driven learning, rather than relying solely on textbooks and traditional teaching tools (Eliot, 2021). Green and Lee (2019) emphasize that the challenges of teaching in rural and isolated areas often lead teachers to incorporate community-based learning and real-world applications into their curriculum, which enriches students' understanding of Social Studies. These changes align with broader educational trends that recognize the importance of fostering skills like collaboration, research, and critical thinking in students, which are essential in preparing them for active participation in society (Klein, 2020).

**Part II. The Primary Challenges Encountered by Social Studies Teachers in Delivering Effective Instruction within Resource-deprived Environments in Remote Areas**

In remote, resource-deprived areas, Social Studies teachers face a unique set of challenges in delivering effective instruction. These challenges are often exacerbated by limited access to essential teaching materials, such as textbooks, maps, multimedia tools, and reliable internet. Teachers must navigate the difficulties of engaging students in a context where technological support is minimal and learning resources are scarce. Furthermore, the isolation of these areas can result in a lack of professional development opportunities, hindering teachers' ability to keep up with best practices and modern teaching strategies. Despite these constraints, educators are tasked with finding innovative ways to ensure that students still meet educational standards and acquire the knowledge and skills needed to participate fully in society.

Table 8. *Primary Challenges in Delivering Effective Social Studies Instruction in Resource-trapped Areas.*

| <i>Probing Issue</i>                                                                             | <i>Core Ideas</i>                                                       | <i>Categories</i>                                          | <i>Essential Theme</i>                                           |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------|
| Primary challenges in delivering effective Social Studies instruction in resource-trapped areas. | Limited technology access hinders interactive and engaging instruction. | Limited Access to Technology and Instructional Resources   | Challenges in Resource-Constrained, Remote Teaching Environments |
|                                                                                                  | Overcrowded classrooms and limited resources hinder effective teaching. | Overcrowded Classrooms and Insufficient Learning Materials |                                                                  |
|                                                                                                  | Limited professional development hinders innovation and collaboration.  | Lack of Professional Development and Collaboration         |                                                                  |

**Theme 7: Challenges in Resource-Constrained, Remote Teaching Environments**

This captures the primary obstacles that Social Studies teachers in remote, resource-deprived areas face, including limited access to teaching materials, inadequate infrastructure, overcrowded classrooms, and a lack of professional development opportunities. Despite these challenges, teachers exhibit resilience and creativity in adapting their instructional strategies to meet the needs of their students.

- Maritess: The lack of textbooks and maps challenges me to rely on handwritten notes and local materials, often requiring me to create my own visuals, like drawing maps, to help students understand concepts.
- Reay explained: “The lack of internet access limits the use of online resources and interactive tools, making lessons less engaging and requiring alternative teaching methods.”
- Allyssa: “Managing large, mixed-grade classrooms with limited resources makes it challenging to address individual student needs and ensure equal learning opportunities”.
- Grace: “Limited access to professional development restricts opportunities to adopt innovative teaching methods, making it difficult to implement effective instructional strategies”.
- Ma. Lyn: “The lack of multimedia tools makes it challenging to teach abstract concepts effectively, limiting student engagement and comprehension”.
- Nuraisa: "I struggle with overcrowded classrooms and insufficient materials, making it difficult for my students to focus and for me to maintain discipline; during a history lesson on the Philippine Revolution, the cramped space prevented students from fully participating in the discussion."
- Mufrid: "I struggle with the isolation of teaching in a remote area, making it hard to collaborate, get feedback, or implement new strategies, as I have no one to consult or share ideas with."

The responses from the seven participants reflect several common challenges faced by Social Studies teachers in resource-deprived, remote areas. These challenges include the scarcity of textbooks, maps, and other teaching materials, the lack of reliable internet access, and the difficulty of managing large, mixed-grade classrooms with limited resources. Teachers also highlighted the lack of professional development opportunities, which hinders their ability to implement innovative teaching strategies. The absence of multimedia tools and teaching aids further exacerbates the challenge of making abstract concepts accessible to students.

Additionally, the physical environment, such as overcrowded classrooms, and the isolation of remote areas, prevents teachers from collaborating with colleagues or seeking support to improve their teaching. Despite these challenges, teachers are resourceful and find ways to adapt their teaching methods, often using local materials, creating alternative resources, and simplifying lessons to meet the educational needs of their students.

Research shows that teachers in remote, resource-limited settings face significant challenges in delivering effective instruction due to inadequate materials and infrastructure (Eliot, 2021). According to Green and Lee (2019), teachers in such environments often struggle



with the lack of access to technology, making it difficult to incorporate interactive and multimedia-based teaching strategies. Moreover, the isolation experienced by educators in remote areas can limit their access to professional development opportunities, further hindering their ability to adopt new teaching methods (Klein, 2020). The challenges of overcrowded classrooms and limited teaching aids, as reported by participants, are consistent with findings from studies on rural education, which emphasize the need for creative and adaptable approaches to teaching under difficult conditions (Klein, 2020). These studies highlight the resilience of teachers who, despite these challenges, continue to find ways to engage their students and meet educational standards.

**Table 9. Managing Limited Teaching Materials Requires Creativity and Adaptability.**

| <i>Probing Issue</i>                                                      | <i>Core Ideas</i>                                                                                                                                  | <i>Categories</i>                           | <i>Essential Theme</i>                                                                            |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------|
| Managing limited teaching materials requires creativity and adaptability. | Utilizing local resources such as newspapers, community materials, and real-life examples to supplement instruction                                | Resourcefulness in Teaching                 | Creative Resource Utilization and the Essential Role of Core Materials in Teaching Social Studies |
|                                                                           | Relying on oral teaching methods, group discussions, and peer collaboration to engage students                                                     | Alternative Teaching Strategies             |                                                                                                   |
|                                                                           | Emphasizing the necessity of maps, textbooks, historical documents, and printed materials for structured learning and accurate historical teaching | Essential Teaching Materials                |                                                                                                   |
|                                                                           | Creating hand-drawn maps, diagrams, and encouraging students to create their own representations                                                   | Use of Visual Aids and Manual Illustrations |                                                                                                   |

#### **Theme 8: Creative Resource Utilization and the Essential Role of Core Materials in Teaching Social Studies**

This captures the strategies teachers employ to overcome the challenges of limited resources while also underscoring the critical role of core teaching materials like maps and textbooks in delivering effective Social Studies instruction. Teachers' ability to adapt through creative methods demonstrates their resourcefulness, but their reliance on foundational materials highlights the indispensable nature of structured resources for effective learning.

Maritess: "When I lack materials, I become resourceful by utilizing the local environment, drawing maps, using news articles, and discussing real-life events, but I find maps and visual aids essential for better understanding geographical concepts."

Reay: "When resources are lacking, I rely on oral teaching, group discussions, and community-based examples, but I believe textbooks and maps are crucial for providing structured content and making abstract concepts more concrete."

Allysa: "In the absence of digital resources or textbooks, I engage students in discussions and research activities, but I believe printed materials like textbooks and historical documents are essential for accurately teaching historical events and geographic knowledge."

Grace: "I make use of locally available resources such as newspapers, local stories, and my personal collection of materials, but I believe maps and history books are essential for helping students visualize and contextualize information in Social Studies."

Ma. Lyn: "Without sufficient materials, I rely on my creativity by drawing maps and diagrams on the board and encouraging students to create their own representations, as I believe maps and textbooks are essential for understanding geographical and historical contexts."

Nuraisa: "I make use of free online resources, community materials, and peer teaching, as I believe maps and textbooks are essential for providing crucial facts and serving as key references for discussion and critical thinking in Social Studies."

Mufrid: "Without textbooks and digital resources, I depend on handouts, community-based teaching, and discussions, as I find maps, historical texts, and visuals essential for providing context to abstract concepts and making history and geography more engaging for students."

The responses from the seven participants highlight the resourcefulness and adaptability of teachers in resource-deprived environments. When teaching materials like textbooks, maps, or digital resources are unavailable, teachers rely heavily on creative methods such as drawing maps on the board, using local resources, encouraging discussions, and creating handouts. Despite these challenges, the participants consistently emphasized the importance of maps and textbooks as essential tools for effective Social Studies teaching. Maps help students visualize geographical concepts, while textbooks provide structured and reliable information on historical events and social studies topics. Teachers' ability to adapt their teaching practices under resource constraints demonstrates their resilience and

dedication to ensuring students' learning.

Studies show that in resource-limited environments, teachers often have to develop creative strategies to teach effectively without access to traditional teaching materials (Eliot, 2021).

According to Green and Lee (2019), in the absence of textbooks and digital resources, teachers in remote areas often rely on local knowledge, oral traditions, and hands-on activities to convey Social Studies content. While these strategies can be effective, research emphasizes that textbooks and maps remain critical resources for Social Studies instruction, as they provide structure and essential information for understanding complex topics (Klein, 2020). Teachers' reliance on these tools underscores their importance in supporting student learning and fostering engagement with Social Studies concepts (Eliot, 2021).

Keeping students engaged is challenging with limited resources.

**Table 10. *Keeping Students Engaged in Challenges with Limited Resources***

| <i>Probing Issue</i>                                           | <i>Core Ideas</i>                                                                                                              | <i>Categories</i>                             | <i>Essential Theme</i>                                                                     |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------|
| Keeping students engaged in challenges with limited resources. | Engaging instructional strategies, making lessons less exciting and harder to visualize                                        | Limited access to technology and multimedia   | Challenges in Maintaining Student Engagement in Resource-Limited Social Studies Classrooms |
|                                                                | Engaging activities, students lose motivation, and hands-on exercises like building models or mapping are difficult to conduct | Maintaining student engagement and motivation |                                                                                            |
|                                                                | Overreliance on lectures due to the lack of interactive tools, games, or educational visuals results in monotonous lessons.    | Overreliance on traditional teaching methods  |                                                                                            |

### ***Theme 9: Challenges in Maintaining Student Engagement in Resource-Limited Social Studies Classrooms***

This captures the difficulties faced by teachers in keeping students engaged and motivated in Social Studies lessons without adequate resources. Teachers highlighted the crucial role of multimedia tools, visual aids, and interactive teaching methods in fostering student interest and participation. The lack of these materials makes it harder to implement effective, dynamic teaching strategies, leading to disengagement and making it more challenging for students to fully understand complex Social Studies concepts.

Maritess: "I struggle to keep students engaged without multimedia tools or interactive resources, as I can't use videos or online activities to make lessons more exciting".

Reay: "Without textbooks or maps, I struggle to keep students focused, as blackboard illustrations are not always enough, and activities like role-playing or case studies become challenging without the right materials to help them visualize historical events or geographical concepts".

Allyssa, "Keeping my students engaged is difficult without enough materials, as I often have to rely on verbal descriptions instead of videos or pictures, and cooperative learning activities become challenging without the proper resources".

Grace explained: "It's difficult to keep my students motivated without digital resources, as they lose interest without online tools for research or multimedia presentations, and hands-on activities like building models or mapping exercises are hard to implement."

Ma Lyn: "My students often lose interest when I can't use technology or multimedia to simplify complex topics, and without interactive maps or games, I have to rely on lectures, which can become monotonous and less engaging".

Nuraisa: "Without the proper resources, I find it challenging to make Social Studies lessons exciting, as storytelling and discussions can only do so much without visual aids like charts, graphs, or other representations of data."

Mufrid: I find it difficult to keep students engaged without the necessary materials for active learning, as my group projects and debates become less effective without visual aids or written resources to help them grasp concepts."

The responses from the seven participants reveal that keeping students engaged in Social Studies lessons is a significant challenge in resource-deprived environments. Teachers emphasized that the lack of multimedia tools, maps, textbooks, and other visual aids makes it harder to capture students' attention and engage them in interactive learning. Without access to digital resources, teachers find it difficult to implement modern teaching methods, such as project-based learning, interactive map exercises, and multimedia presentations.

Although teachers adapt by relying on verbal explanations, group discussions, and storytelling, these methods often fall short in maintaining students' interest. The difficulty in implementing activities that require hands-on learning or visual resources underscores

the essential role of such materials in creating a dynamic and engaging learning environment for Social Studies.

Research supports the idea that engaging students in resource-limited settings is a common struggle, as teachers often lack the multimedia tools and teaching materials that enhance student participation (Green & Lee, 2019). In a study by Klein (2020), it was found that without access to visual aids, interactive lessons, or digital resources, teachers are forced to rely on traditional methods like lectures and discussions, which can lead to disengagement. Moreover, studies have shown that the absence of materials such as maps, charts, and visual aids significantly hampers students' ability to understand complex historical and geographical concepts (Eliot, 2021).

**Table 11. Limited Technology Access Hinders Effective Social Studies Instruction**

| <i>Probing Issue</i>                                                    | <i>Core Ideas</i>                                                                                                       | <i>Categories</i>                                         | <i>Essential Theme</i>                                                                |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------|
| Limited technology access hinders effective Social Studies instruction. | Engaging students without videos, digital maps, interactive timelines, and online resources                             | Reduced student engagement and participation              | The Impact of Technology Absence on Teaching and Student Engagement in Social Studies |
|                                                                         | Teaching geographical mapping, global issues, and historical events without visual and interactive tools                | Difficulties in delivering visual and contextual learning |                                                                                       |
|                                                                         | Access updated and diverse learning materials, making it harder to provide relevant and current Social Studies content. | Limited access to updated instructional resources         |                                                                                       |

### **Theme 10: The Impact of Technology Absence on Teaching and Student Engagement in Social Studies**

This encapsulates the challenge teachers face in remote, resource-limited environments where the lack of technology limits their ability to effectively teach Social Studies. Teachers acknowledge that while traditional teaching methods can still be effective, access to technology would allow them to present more dynamic lessons, engage students with interactive tools, and offer real-time content that is essential for a modern understanding of Social Studies.

Maritess: “I find it difficult to use multimedia resources or interactive lessons without technology, so I rely heavily on traditional methods like lectures and the blackboard, which can be limiting compared to the enriched learning experience the internet could provide.”

Reay: “Without technology, I cannot use online resources or videos to bring Social Studies topics to life, so I have to rely on verbal descriptions, which are less engaging and effective in capturing my students' attention.”

Allyssa: “Without internet access, I struggle to find additional resources for my students, and if I had computers or online access, I could assign research projects and provide up-to-date information on current events to enhance my Social Studies lessons.”

Grace: “I feel limited by the lack of technology, especially when teaching geographical mapping or global issues, because having access to interactive maps or videos would help my students better understand the context of the lessons”.

Ma Lyn: “I often think about how technology could enhance my lessons, as using online resources for videos and maps or allowing students to conduct their own research would provide a more hands-on learning experience.”

Nuraisa: “Without technology, I find it difficult to engage students with global content or interactive activities, as I cannot show online documentaries, interactive timelines, or digital maps that would make lessons more dynamic and engaging.”

Mufrid: “The absence of computers and the internet makes it hard for me to integrate multimedia into my lessons, forcing me to rely on outdated resources or manually create materials instead of using up-to-date visuals, videos, or articles.”

The responses from the seven participants indicate that the lack of technology—such as computers, internet access, and multimedia resources—significantly hampers the teachers' ability to deliver engaging and dynamic Social Studies lessons. Teachers expressed frustration over being unable to use videos, interactive maps, and real-time data, which would enrich lessons and provide students with a broader, more contextual understanding of the subject matter.

The inability to assign research projects or encourage independent exploration of topics through online resources is also a limiting factor. While teachers adapt by using traditional methods, they recognize that access to technology would greatly enhance their ability to engage students, present up-to-date information, and offer a more comprehensive learning experience.

The impact of limited technology on teaching in remote areas has been widely discussed in educational research. Studies show that access to technology, including the internet and multimedia tools, plays a critical role in enriching Social Studies instruction by providing real-time information, visual aids, and interactive content that engages students and facilitates deeper learning (Eliot, 2021; Klein, 2020).

Table 12. *Managing Classroom Behavior Requires Creativity and Interactive Strategies.*

| <i>Probing Issue</i>                                                        | <i>Core Ideas</i>                                                                                                                   | <i>Categories</i>                                 | <i>Essential Theme</i>                                                      |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------|
| Managing classroom behavior requires creativity and interactive strategies. | Using group discussions, hands-on activities, and reward systems to encourage positive behavior and engagement                      | Interactive and participatory strategies          | Managing classroom behavior requires creativity and interactive strategies. |
|                                                                             | Maintaining structure, consistency, assigning responsibilities, and using cooperative learning strategies to keep students engaged. | Structured and collaborative classroom management |                                                                             |
|                                                                             | Encouraging creativity through student-generated materials like maps and posters to sustain engagement                              | Creative and student-centered activities          |                                                                             |
|                                                                             | Building strong student-teacher relationships, using questioning techniques, and allowing students to take ownership of learning.   | Relationship-building and student empowerment     |                                                                             |

**Theme 11: Classroom Management Strategies in Resource-limited Settings**

This encapsulates the various strategies that teachers in remote, resource-deprived environments employ to manage classroom behavior and maintain student participation. Despite the lack of technology and engaging teaching materials, teachers adapt by relying on interactive teaching methods, group work, and creative approaches such as role-playing and storytelling. Positive reinforcement, strong teacher-student relationships, and active student participation are central to keeping students engaged and ensuring productive classroom behavior.

Maritess: “Without technology, I rely heavily on group discussions, hands-on activities, and a reward system to encourage positive behavior, set clear expectations, and engage students through active participation to help them stay focused.”

Reay: “I’ve found that maintaining structure and consistency is crucial, and by giving students small responsibilities and encouraging them to share their ideas, they stay more engaged and involved in the lesson.”

Allyssa: “Classroom management is challenging without engaging materials, but I use storytelling, connect lessons to students’ daily lives, and employ questioning techniques to foster a participative and comfortable classroom culture.”

Grace: “Without technology, I keep students engaged by using interactive methods like role-playing, debates, quizzes, and games, which help maintain focus and control behavior.”

Ma Lyn: “I use cooperative learning strategies by dividing students into groups with tasks, encouraging collaboration to keep them focused and manage behavior, while also incorporating short breaks and stretch activities to maintain their energy.”

Nuraisa: “Since I don’t have technology, I’ve learned to use creative thinking and class participation, like having students draw maps or create posters, which keeps them engaged and minimizes behavioral issues.”

Mufrid: “To manage behavior, I focus on building strong relationships with my students, keeping them engaged with interactive storytelling, questioning techniques, and activities, while encouraging them to take ownership of their learning by leading some discussions.”

The responses from the seven participants highlight that, in the absence of technology and engaging teaching materials, teachers rely on a variety of strategies to manage classroom behavior and maintain student participation. Teachers emphasize the importance of active student involvement, including group discussions, debates, and hands-on activities like role-playing. Additionally, many teachers use creative approaches such as storytelling, cooperative learning, and questioning techniques to keep students engaged. Positive reinforcement, creating clear expectations, and fostering strong relationships with students are also essential strategies for managing behavior. These methods, though resourceful, help mitigate the challenge of teaching in a resource-constrained environment and ensure that students remain engaged in Social Studies lessons.

Classroom management in resource-constrained environments has been a topic of significant interest in educational research. Studies show that teachers in under-resourced settings often employ creative strategies to maintain student engagement and participation. Cooperative learning and interactive activities have been shown to be effective in enhancing student involvement, even without the use of digital tools (Gonzalez & Jackson, 2020). Additionally, classroom management strategies such as positive reinforcement and developing strong teacher-student relationships have been found to improve student behavior and participation (Hattie, 2020). In the absence of technology, teachers’ ability to engage students through interactive methods like role-playing and group work is crucial for

maintaining an active and productive classroom (Smith, 2018). These strategies align with best practices in managing behavior while keeping students motivated and involved in the learning process.

**Part III. The Perceived Self-efficacy and Professional Beliefs of Social Studies Teachers Influence Their Instructional Practices in Isolated, Under-resourced Contexts**

In far flung area, under-resourced contexts, the perceived self-efficacy and professional beliefs of Social Studies teachers play a crucial role in shaping their instructional practices. These teachers often face a multitude of challenges, such as limited access to teaching materials, inadequate professional development opportunities, and the absence of technological resources. Despite these constraints, their belief in their ability to effectively teach and their confidence in their professional skills can significantly influence how they approach lesson planning, classroom management, and student engagement. Understanding the impact of self-efficacy and professional beliefs on instructional practices in these settings is essential, as it provides insight into how teachers adapt and persevere to meet the educational needs of their students, even in the face of adversity.

Table 13. *Self-efficacy Shapes Lesson Planning and Innovation.*

| <i>Probing Issue</i>                                 | <i>Core Ideas</i>                                                                                 | <i>Categories</i>                 | <i>Essential Theme</i>                                        |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------|
| Self-efficacy shapes lesson planning and innovation. | Confidence in teaching ability drives creativity and adaptability in lesson planning.             | Self-Efficacy and Problem-Solving | Self-efficacy drives resourcefulness and teaching innovation. |
|                                                      | Finding innovative ways to use local materials, storytelling, and traditional methods             | Resourcefulness and Adaptation    |                                                               |
|                                                      | Engaging students through hands-on activities, role-playing, group work, and student-led projects | Active and Collaborative Learning |                                                               |
|                                                      | Teachers remain motivated and persistent despite resource constraints.                            | Resilience and Positive Mindset   |                                                               |

**Theme 12: Self-efficacy Drives Resourcefulness and Teaching Innovation**

This reflects the influence of teachers' self-efficacy on their ability to creatively adapt to teaching challenges in resource-constrained environments. Teachers' confidence in their skills and abilities empowers them to innovate, take initiative, and find alternative ways to engage students, ensuring that they continue to provide effective education despite the limitations they face.

- Maritess: “My perceived self-efficacy plays a big role in how I plan and deliver lessons, as trusting in my ability to teach motivates me to develop creative solutions, like creating worksheets and using local materials, ensuring my students still learn despite scarce resources.”
- Reay: “My confidence in my ability to teach drives me to find solutions by adapting lessons with discussion-based activities, group work, and available materials, ensuring my lessons stay engaging despite limited resources.”
- Allyssa: “I believe my sense of self-efficacy encourages me to plan thoughtfully, think outside the box for alternative materials, and confidently experiment with methods like role-playing or hands-on activities, even with limited resources.”
- Grace: “Confidence in my teaching abilities motivates me to find creative solutions, using traditional methods like storytelling or bringing objects from home to illustrate events, while my self-efficacy helps me maintain a positive attitude and try new approaches despite resource constraints.”
- Ma Lyn: “My confidence as a teacher helps me stay calm and focused when resources are limited, motivating me to try new methods like creating my own aids or using community resources, believing that my students can still succeed despite the challenges.”
- Nuraisa: “I feel that my self-efficacy gives me the strength to be resourceful, creating my own materials and encouraging student participation, confident that they will still gain the knowledge they need without a textbook or technology.”
- Mufrid: “My perceived self-efficacy influences my lesson planning in resource-constrained settings, driving me to be innovative with local materials and focus on interactive activities, group discussions, and student-led projects to find solutions that work for my students.”

The responses from the seven participants indicate that their perceived self-efficacy plays a significant role in how they plan and deliver lessons in the face of resource limitations. All participants expressed confidence in their ability to teach effectively, which empowers them to take initiative in finding creative solutions to teaching challenges. Whether it's creating their own teaching materials, using local resources, or adapting lesson plans to focus on alternative teaching strategies like group discussions or hands-on activities, the



teachers’ strong sense of self-efficacy fuels their innovation and persistence. Their belief in their teaching abilities enhances their resourcefulness and willingness to explore new ways of engaging students, ensuring that they continue to deliver meaningful lessons despite the challenges posed by limited resources.

Research suggests that self-efficacy influences teachers' instructional practices and problem-solving abilities, especially in resource-constrained environments. Teachers with high self-efficacy are more likely to engage in creative lesson planning and seek out alternative resources to meet their students' educational needs (Tschannen-Moran & Hoy, 2001). The confidence in their own capabilities allows teachers to take risks, adapt their teaching methods, and overcome obstacles like limited access to materials (Gupta & Singh, 2018). Furthermore, teachers with strong self-efficacy are generally more resilient in the face of challenges and are better at developing innovative solutions to teaching difficulties, which is particularly important in under-resourced settings (Zee & Koomen, 2016).

Table 14. *Professional Beliefs Shape Instruction in Resource-trapped Settings.*

| <i>Probing Issue</i>                                                 | <i>Core Ideas</i>                                                                     | <i>Categories</i>                           | <i>Essential Theme</i>                                     |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------|
| Professional beliefs shape instruction in resource-limited settings. | Emphasizing discussions and student experiences to compensate for material shortages  | Discussion-Based and Experiential Learning  | Teacher beliefs uphold Social Studies education integrity. |
|                                                                      | Using debates, real-life applications, and discussions to reinforce critical thinking | Critical Thinking and Citizenship Education |                                                            |
|                                                                      | Fostering critical thinking, analysis, and empathy through interactive strategies.    | Student-Centered and Collaborative Learning |                                                            |

**Theme 13: Teacher Beliefs Uphold Social Studies Education integrity.**

This emphasizes the impact of teachers’ professional beliefs on their ability to maintain the core values and integrity of Social Studies instruction in under-resourced environments. Teachers’ strong commitment to the importance of Social Studies drives their efforts to adapt and innovate in ways that ensure the curriculum’s objectives are still met, even without sufficient resources.

Maritess: “My belief in the importance of Social Studies drives me to teach it with integrity, focusing on discussion-based learning and relating lessons to students' experiences, even without preferred materials.”

Reay: “My professional belief in Social Studies' is having an importance for critical thinking and responsible citizenship guides my teaching, ensuring core principles are upheld through real-life examples, debates, and discussions, even with limited resources.”

Allyssa: “I believe Social Studies is vital for teaching students to understand the world, and in this under-resourced setting, I focus on critical thinking, analysis, and empathy through discussions, group activities, and student-led projects to support the learning goals.”

Grace: “My belief that Social Studies should promote social awareness and global understanding guides my teaching, ensuring lessons remain aligned with the curriculum through traditional methods like reading aloud and group discussions, connecting the subject to real-world issues despite limited resources.”

Ma Lyn: “I see Social Studies as a subject that equips students to be responsible citizens, and in an under-resourced environment, I make the curriculum relevant through case studies, current events, and local issues, keeping students engaged in discussions and critical thinking activities”

Nuraisa: “My belief in Social Studies' role in fostering global awareness and civic responsibility drives my teaching, ensuring curriculum integrity through discussions, relevant content, and local examples, even without access to usual resources.”

Mufrid: “I believe Social Studies is about developing informed and active citizens, so in this resource-limited context, I focus on core concepts and values, using local history, news, and personal stories to engage students and maintain the integrity of the content.”

The responses from the seven participants reflect a strong professional belief in the importance of Social Studies as a subject for fostering critical thinking, global awareness, and responsible citizenship. Despite resource limitations, these teachers prioritize maintaining the integrity of the Social Studies curriculum by adapting their teaching methods. They focus on discussion-based learning, student-led projects, and real-life examples to ensure that core Social Studies concepts are taught effectively. By emphasizing the subject's relevance to students' lives, they continue to meet curriculum goals even when faced with limited resources.

Research on instructional practices in under-resourced settings highlights the importance of teachers' professional beliefs in shaping their ability to adapt to challenges. Teachers who value the social and civic aspects of Social Studies tend to find ways to make the

curriculum meaningful even in resource-poor environments. Studies show that teachers in these settings often rely on discussion, critical thinking, and local examples to make lessons relevant, thus maintaining the integrity of the curriculum (Appleton, 2008; Shulman, 1987). Furthermore, the belief in the subject's importance motivates teachers to ensure that their students are exposed to key concepts and values, even when resources are lacking (Guskey, 2002). These practices help students understand the significance of Social Studies beyond the classroom and contribute to their personal and civic development.

Table 15. *Adapting Teaching Strategies to Overcome Resource Challenges*

| <i>Probing Issue</i>                                         | <i>Core Ideas</i>                                                                                                                                      | <i>Categories</i>                              | <i>Essential Theme</i>                                    |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------|
| Adapting Teaching Strategies to Overcome Resource Challenges | Adapting teaching strategies by using interactive methods like group discussions, role-playing, and storytelling to compensate for limited resources.  | Student Engagement Through Interactive Methods | Teacher Self-Efficacy Shapes Adaptive Teaching Strategies |
|                                                              | Using local materials and self-made resources to enhance learning, ensuring students stay engaged and understand concepts despite resource constraints | Resourcefulness and Creativity in Instruction  |                                                           |
|                                                              | Encouraging student-led research, peer feedback, and critical thinking to foster engagement and deepen understanding.                                  | Active Learning and Critical Thinking          |                                                           |

#### **Theme 14: Teacher Self-Efficacy Shapes Adaptive Teaching Strategies**

This highlights the influence of teachers' self-efficacy on their ability to creatively adapt to resource constraints. Teachers' belief in their own capabilities empowers them to take initiative in experimenting with alternative methods and techniques that ensure students remain engaged and continue to learn effectively, even in the face of challenges.

Maritess: "I adapt my teaching strategies by focusing on interactive methods like group discussions, role-playing, and storytelling, confident that these techniques will engage students more than textbooks, even with limited resources."

Reay: "My self-efficacy pushes me to be resourceful and creative, using local materials and my own creations to provide an enriching learning experience, ensuring students stay engaged and understand the material despite limited resources."

Allyssa: "In response to resource challenges, I use student-centered approaches like cooperative learning and problem-solving, confident that my teaching ability allows me to adapt and make methods like real-life examples work."

Grace: "My confidence in my teaching motivates me to experiment with interactive activities like debates and group projects, believing I can still deliver quality lessons by focusing on student involvement despite scarce resources."

Ma Lyn: "I've developed strategies like using the local community as a learning resource, confident in my ability to provide a meaningful education without many materials, which motivates me to continue trying new methods."

Nuraisa: "My sense of self-efficacy inspires me to use hands-on activities, discussions, student-led research projects, and peer feedback, confident that I can foster an enriching environment through active participation and critical thinking, even without the usual teaching tools."

Mufrid: "My self-efficacy helps me stay adaptable, using open-ended questions, creative projects, and collaborative work when resources are limited, and my confidence in my ability to engage students keeps me motivated to try new teaching strategies."

The responses from the seven participants highlight the significant role that teachers' self-efficacy plays in their ability to adapt to resource challenges in isolated settings. All participants expressed that their confidence in their teaching abilities motivates them to try different strategies and techniques, even in the face of limited resources. These strategies often include interactive, student-centered methods like group discussions, cooperative learning, role-playing, and community-based activities. The teachers' belief in their ability to create engaging, meaningful lessons despite the constraints allows them to remain flexible and innovative in their approach to instruction.

Research indicates that teachers with high self-efficacy are more likely to innovate and adapt their teaching methods when faced with challenges. Their confidence in their skills encourages them to experiment with new strategies and solutions that may be more effective in resource-limited environments (Bandura, 1997). Teachers' willingness to engage in creative problem-solving and alternative teaching methods is linked to their belief in their capacity to affect student learning positively (Tschannen-Moran & Hoy, 2001). In settings where resources are scarce, such teachers often rely on hands-on activities, cooperative learning, and other student-centered approaches to deliver effective lessons, demonstrating resilience and creativity (Guskey, 2002). This adaptability is essential in ensuring that students still benefit from a meaningful education despite the constraints.

## Conclusions

The experiences of Social Studies teachers in resource-deprived, remote areas highlight the resilience, adaptability, and deep commitment they maintain in the face of significant challenges. Despite limited access to essential teaching materials, technology, and professional development, these educators demonstrate a strong sense of self-efficacy, which empowers them to develop creative solutions and adapt their teaching strategies to meet student needs. Their belief in the importance of Social Studies drives them to preserve the integrity of the curriculum, employing local resources and interactive methods to engage students. Over time, their confidence has grown, and they continue to refine their instructional practices, ensuring that they deliver meaningful education despite the limitations they face. Moving forward, these teachers plan to adopt further innovative strategies to enhance their teaching effectiveness in resource-constrained environments, underscoring the critical role of self-efficacy and professional beliefs in overcoming obstacles and promoting student success.

Based on the challenges and problems identified in the study, the following are proposed to improve Social Studies instruction in resource-deprived, remote areas. Provide teachers with essential teaching resources such as textbooks, maps, and other educational materials to enhance the learning experience and better support lesson planning. This could include government and community-led initiatives to supply schools with adequate resources.

Facilitate access to technology, including computers, internet, and multimedia tools, to enable teachers to incorporate more interactive, modern teaching methods. A focus on expanding affordable internet connectivity and equipping classrooms with necessary devices could enhance learning. Offer targeted professional development programs for teachers in remote areas to improve their teaching practices, particularly in resource-limited environments. These programs can focus on innovative and cost-effective teaching strategies, classroom management, and digital literacy.

Promote community engagement: encourage stronger collaboration between schools and local communities, leveraging local resources and knowledge to enrich teaching practices. Community involvement can include local experts, cultural activities, or volunteer support to enhance the curriculum. Develop flexible and adaptive curricula: encourage the development of adaptable Social Studies curricula that can be taught effectively even with limited resources. This can include more project-based learning, fieldwork, and the use of locally available materials to support instruction.

Support teachers' emotional and mental well-being: establish support systems to help teachers cope with the emotional and mental strain of working in challenging environments. This can include regular counseling, stress management workshops, and peer support networks to boost teacher morale and resilience. Enhance government and policy support: advocate for greater policy attention and government investment in education for remote areas. This includes funding for infrastructure improvements, resource allocation, and ensuring that teachers are equipped with the tools they need to succeed in the classroom.

Foster collaborative networks: create opportunities for teachers in isolated areas to network and collaborate with their peers through virtual platforms, where they can share resources, teaching strategies, and experiences. These professional learning communities can help overcome isolation and provide ongoing support.

## References

- Appleton, K. (2008). Making social studies relevant in under-resourced settings: Teacher beliefs and practices. *Journal of Social Studies Research*, 32(1), 1-12. <https://doi.org/10.1016/j.jssr.2007.12.004>
- Averill, R., & White, K. (2016). Teaching in resource-deprived environments: Strategies for effective practice. *International Journal of Educational Research*, 74, 43-52. <https://doi.org/10.1016/j.ijer.2016.07.004>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Banister, E., & Liu, H. (2015). Adapting educational resources in rural communities: The role of community-based support. *Journal of Educational Development*, 10(2), 189-200. <https://doi.org/10.1016/j.jedudev.2015.01.003>
- Bantwini, B. D., & Lin, Z. (2014). Resource constraints and teacher adaptation in developing countries: Evidence from South Africa. *Journal of Education for Teaching*, 40(3), 252-267. <https://doi.org/10.1080/02607476.2014.898957>
- Bautista, M. A., & Galang, L. M. (2020). Challenges faced by teachers in remote areas: Implications for educational policy. *Philippine Journal of Education*, 63(1), 44-58.
- Bennett, S. (2017). Teacher self-efficacy in resource-limited classrooms. *Journal of Educational Research*, 45(3), 223-235. <https://doi.org/10.1080/00220671.2017.1310498>
- Chirwa, E. D., & Bedi, A. (2017). Teaching in rural schools: Adaptation strategies in Malawi. *International Journal of Educational Studies*, 19(1), 78-93. <https://doi.org/10.1080/17413688.2017.1286367>
- Crick, T., & Brown, A. (2018). Teacher innovation in low-resource settings: Using local materials to enhance education. *Teaching and Teacher Education*, 69, 168-178. <https://doi.org/10.1016/j.tate.2017.10.007>

- Department of Education. (2021). State of education in remote areas: An annual report. DepEd.
- Fisher, D., & Frey, N. (2018). Improving rural education: Teaching and learning strategies in under-resourced schools. *Journal of Rural Education*, 34(2), 14-28.
- Goswami, R., & Verma, S. (2016). Adapting curriculum for resource-poor classrooms in India. *Educational Studies*, 42(4), 423-435. <https://doi.org/10.1080/03055698.2016.1168035>
- Green, R. A., & Lee, H. J. (2019). Resource scarcity and creativity in remote classrooms: Strategies for teaching in isolation. *Journal of Education and Development*, 28(3), 56-70. <https://doi.org/10.5678/edu.dev.2019.283>
- Guo, Y., Piasta, S. B., & Justice, L. M. (2015). The role of professional development in improving self-efficacy of Social Studies teachers. *Journal of Teacher Education*, 66(2), 125-137. <https://doi.org/10.1177/0022487114562042>
- Gupta, R., & Singh, N. (2018). Teacher efficacy and its influence on instructional practices in under-resourced settings. *Journal of Educational Psychology*, 72(4), 315-328. <https://doi.org/10.1037/jep.2018.72.4>
- Guskey, T. R. (2002). Professional development and teacher efficacy: A review of the literature. *Journal of Educational Psychology*, 94(2), 294-309. <https://doi.org/10.1037/0022-0663.94.2.294>
- Harris, P., & Zhang, S. (2019). Overcoming resource constraints in rural schools: A framework for teachers in Southeast Asia. *Asian Journal of Education*, 21(2), 114-126. <https://doi.org/10.1016/j.ajed.2019.02.004>
- Jayaraman, A., & Duffy, K. (2017). Innovative pedagogy for resource-limited settings: Teachers' adaptation of technology and materials. *Journal of Teaching and Learning in Higher Education*, 29(5), 200-211. <https://doi.org/10.1016/j.jtlhe.2017.04.001>
- Klein, L. M. (2020). Innovative teaching practices in under-resourced schools: The role of community-based learning. *International Journal of Teaching and Learning*, 45(4), 204-221. <https://doi.org/10.6789/ijtl.2020.454>
- Liu, S., & Wang, D. (2019). The relationship between teacher self-efficacy and student academic performance. *Teaching and Teacher Education*, 90, 144-153. <https://doi.org/10.1016/j.tate.2019.01.004>
- Luke, C. (2018). Critical pedagogy and Social Studies education: Implications for teacher beliefs and practices. *Critical Studies in Education*, 59(2), 177-191. <https://doi.org/10.1080/17508487.2017.1302119>
- Miller, L. (2019). Teacher beliefs and the importance of Social Studies education. *Social Education*, 83(6), 342-348. <https://www.socialstudies.org/social-education>
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054. <https://doi.org/10.1111/j.1467-9620.2006.00684.x>
- Mullen, C. A., & Shartle, C. (2017). The impact of teacher collaboration on self-efficacy in Social Studies classrooms. *International Journal of Educational Research*, 88, 12-23. <https://doi.org/10.1016/j.ijer.2017.02.005>
- National Educators Academy of the Philippines (NEAP). (2022). Improving teacher education in underserved areas. *NEAP Educational Review*, 50(3), 120-130.
- Navarro, A. T., et al. (2020). Teachers in remote areas: Overcoming challenges in the Cordilleras. *Philippine Journal of Rural Education*, 36(2), 112-128.
- Niemi, H., & Multisilta, J. (2015). Teacher professional beliefs and practices: A comparative study of Finnish and international teachers. *Journal of Teacher Education*, 66(4), 369-381. <https://doi.org/10.1177/0022487115592906>
- Pajares, M. F. (2002). Overview of social cognitive theory and self-efficacy. *Educational Psychology*, 25(2), 81-87. [https://doi.org/10.1207/S15326985EP2502\\_03](https://doi.org/10.1207/S15326985EP2502_03)
- San Juan, F. D. (2021). Creative solutions and resource challenges in teaching social studies in Mindanao. *Mindanao Educational Review*, 29(4), 198-210.
- Schaefer, E. (2018). Teacher beliefs about the importance of Social Studies: A case study of secondary teachers. *Social Studies Research and Practice*, 13(1), 22-36. <https://www.socstrpr.org>
- Schunk, D. H. (2012). *Learning theories: An educational perspective*. Pearson Education.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- Shulman, L. S. (2017). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
- Stough, L. M., et al. (2019). The effect of teaching resources on teacher efficacy in rural schools. *Rural Education Journal*, 45(3), 132-

145.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

Woolfolk Hoy, A., & Burke-Spero, R. (2018). Teacher self-efficacy and its impact on student achievement. *Teachers College Record*, 120(8), 1-30. <https://www.tcrecord.org>

Zee, M., & Koomen, H. M. Y. (2016). Teacher self-efficacy and student outcomes: A meta-analysis of longitudinal studies. *Educational Psychology Review*, 28(3), 567-590. <https://doi.org/10.1007/s10648-015-9334-6>

Zee, M., & Koomen, H. M. Y. (2016). Teacher self-efficacy and student outcomes: A meta-analysis. *Educational Psychology Review*, 28(4), 1-25. <https://doi.org/10.1007/s10648-016-9332-0>

### **Affiliations and Corresponding Information**

**Junellyn D. Ancheta**

Padura-Espabo High School

Department of Education – Philippines

**Mary Grace O. Gallego**

Sultan Kudarat State University – Philippines