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Instructional Competence and Interdisciplinary Approach in Teaching Araling Panlipunan

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ABSTRACT

Instructional competence and the interdisciplinary approach in teaching Araling Panlipunan. This study aimed to determine the level of instructional competence and interdisciplinary approach in teaching Araling Panlipunan during the School Year 2024–2025. The study evaluates respondents' instructional competence, interdisciplinary approach use, and identifies significant relationships and differences between their characteristics and their instructional competence. This study employed a descriptive correlational method, involving 138 Junior High School teachers as respondents. The variables are adapted and patterned, but the questionnaire was researcher-made. A universal sampling technique was used to select the respondents. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed, while inferential statistics, including Pearson's r, were used to identify significant relationships and differences. Findings revealed that most respondents were female, aged 20–26, held a bachelor's degree, were Teacher I specialists in Araling Panlipunan, and had attended district-level seminars. Respondents consistently demonstrated a high level of instructional competence, particularly in problem-solving and collaboration, which was interpreted as very high. They also showed high levels in the interdisciplinary approach, with 'Integrating Knowledge' as the highest variable, interpreted as very high, while communication was the lowest variable and interpreted as high. In conclusion, teachers are demonstrating their capacity to collaborate with others, design activities that address problem-solving and integration of interdisciplinary methods. It recommend that school officials offer inclusive training and capacity-building programs that enhance teachers' communication and innovative skills.

INTRODUCTION

A key part of good teaching is instructional competence, which involves a teacher's ability to organize, deliver, and evaluate education in a way that meets the different needs of learners. Teachers must build instructional competence to engage students, communicate information, and assess their progress, ensuring they can serve diverse needs and adapt to changing educational standards. Notably, the teachers at Junior High School often need assistance with teaching Social Studies because of gaps in student engagement, curriculum continuity, and resource access. The issue lies in the difference between what teachers see as their instructional competence in Araling Panlipunan and their actual practice of an interdisciplinary approach in the classroom. Teachers struggle to balance the needs of advanced learners with those who need support, manage curriculum transitions, fill content gaps, and adopt new teaching strategies due to limited professional development and outdated resources.

Mangkhang and Jitviboon (2021) state that their instructional competency significantly impacts araling panlipunan teachers' professional development and student outcomes. The study underscores the significance of continuous professional development for Social Studies teachers to enhance their capacity to employ innovative teaching methods and foster a stimulating learning atmosphere. The interdisciplinary approach in education has become a key strategy to improve teachers' instructional skills, especially in Araling Panlipunan. This approach recognizes the complex and connected nature of real-world issues, requiring students and teachers to go beyond the limits of their individual disciplines. Teachers can create a richer and more comprehensive learning environment by integrating Araling Panlipunan with Science, Literacy, and Mathematics subjects. This approach broadens students' perspectives, promotes critical thinking, and helps apply knowledge practically, demanding high instructional competence from teachers. Appau *et al.* (2022) state that proficient social studies teachers assess learners' attitudes and values and cognitive and affective learning outcomes. This all-encompassing evaluation method aids in the creation of well-rounded people. Teachers must possess instructional competency in social studies to motivate and educate students effectively, adapt to evolving educational needs, and employ innovative teaching strategies.

LITERATURE REVIEW

Respondents' Characteristics

Age

Interdisciplinary approaches have gained prominence as essential strategies for promoting critical thinking and problem-solving skills in learners. Johnson *et al.* (2022) emphasized that teachers who engage in interdisciplinary teaching can better support learners in understanding the connections between various fields, thereby enhancing comprehension and engagement.

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Similarly, Mohr and Anderson (2021) found that younger teachers are often more adaptable to interdisciplinary strategies, given their exposure to modern pedagogical trends during training, while older teachers bring valuable experience in applying these approaches to real-world contexts.

Sex

Sex differences in teaching styles and their impact on instructional outcomes have been a growing interest in recent educational research. Wang *et al.* (2020) showed that female teachers are more likely to adopt collaborative and nurturing teaching methods, while male teachers tend to prefer directive and competitive strategies

Additionally, research by Smith *et al.* (2021) revealed that male teachers often receive higher ratings in STEM subjects, pointing to gender biases that can affect evaluations of instructional competence, regardless of actual performance.

Highest Educational Attainment

Martinez and D'Souza (2021) explored the relationship between teachers' educational attainment and their ability to incorporate interdisciplinary teaching methods. Their longitudinal study followed teachers across various academic levels and found that those with higher educational qualifications, such as master's and doctoral degrees, were more likely to implement cross-curricular activities effectively.

Moreover, Sarmiento and Lee (2020) emphasize that advanced education equips teachers with theoretical frameworks to navigate complex topics and effectively promote cross-disciplinary connections.

Teaching Position

Smith and Hawkins's (2024) study investigated undergraduate learners' awareness of the distinctions between adjunct and tenure-track professor positions and responsibilities. Teaching roles, often known as "teacher rank positions," have a hierarchical structure that significantly impacts teachers' effectiveness, work satisfaction, and professional growth. Both educational institutions and teaching professionals must comprehend this hierarchy and its ramifications.

Budiongan and Corpuz's study (2024) show that Teacher I positions dominate the sample at 66.90%, highlighting the need for tailored support and professional development for early-career teachers. In contrast, Master Teacher II roles, comprising only 4.18%, reflect their heavier workload and leadership responsibilities, limiting their engagement in additional activities. These findings emphasize the importance of balancing workloads and providing targeted support to enhance work engagement across all teaching positions.

Specialization

According to Johansson and Myrberg (2019), specialization enables teachers to get a deeper understanding of the subject matter, potentially improving the quality of their education. According to a study that examined fourth-grade pupils in Sweden, student reading achievement and instructor reading specialization are positively correlated. A study by Cruz *et al.* (2020) discusses how underrepresentation in subjects. Specialization frequently necessitates teachers educating more learners, which can weaken the bonds between individual learners and teachers.

Highest Trainings/Seminars Attended on Instructional Teaching Competence

Professional development is a cornerstone of enhancing instructional competence. Smith (2021) emphasized the role of experiential learning in professional development seminars, noting that teachers who actively participate in hands-on activities during training are more likely to retain and apply new instructional strategies.

The study by Zalsos and Corpuz (2024), titled "Academic Management and Instructional Practices of Higher Education Institutions in Lanao Del Norte: Basis for Faculty Development Plan," explores critical aspects of faculty development in higher education. It highlights the necessity for structured professional development plans to enhance academic and instructional practices among faculty members.

Instructional Competence

Instructional competence is critical in effective teaching and learning, significantly influencing student outcomes and engagement. According to Evers and Lakomski (2019), instructional competence encompasses content knowledge and the ability to apply teaching strategies that promote student engagement and active learning.

Several studies have explored the impact of instructional competence on student achievement. For instance, a survey by Trivett *et al.* (2020) found that teachers who demonstrated high instructional competence promoted better learning environments, improving student performance in mathematics and science.

Critical Thinking

In recent years, instructional competence in promoting critical thinking among learners has garnered increased attention. Instructional competence encompasses the teacher's ability to effectively deliver content, engage learners, and facilitate higher-order thinking. According to Garrison and Akyol (2019), effective instructional practices are essential for promoting critical thinking skills, which are vital for learners' academic success and lifelong learning.

Recent studies highlight the correlation between teachers' instructional strategies and learners' critical thinking development. LikeTsai (2020) explored the impact of collaborative learning on critical thinking in a classroom setting, revealing that when teachers employed cooperative learning techniques, learners exhibited significant improvements in their critical thinking abilities.

Problem Solving

According to Karla *et al.* (2022), problem-solving skills are critical in the workplace because they support creative thinking and efficient decision-making. A thorough assessment highlights the need to acquire these abilities to satisfy the demands of contemporary work contexts.

A thorough literature review by Hudha *et al.* (2023) emphasizes the importance of problem-solving skills in learning environments. One effective strategy that focuses on students and teaches them to resolve issues by asking open-ended questions is problem-based learning (PBL).

Communication

Instructional competence in communication is pivotal for effective teaching and learning in diverse educational contexts. Recent studies emphasize the necessity of teachers possessing strong communication skills to facilitate understanding and engagement among learners. For instance, a study by Smith *et al.* (2020) highlights that teachers who demonstrate effective verbal and non-verbal communication strategies can significantly enhance student engagement and participation.

Furthermore, the integration of technology in education has transformed communication dynamics in the classroom. According to Johnson and Lee (2021), the use of digital platforms for instruction requires teachers to adapt their communication skills to suit virtual environments.

Collaboration

Instructional competence in collaboration has gained significant attention in educational research, particularly in improving teaching effectiveness and learner outcomes. Studies emphasize the importance of collaborative practices among teachers, which enhance instructional quality and promote a supportive learning environment. For instance, Johnson *et al.* (2021) found that teacher collaboration led to improved instructional strategies and greater student engagement. Teachers can benefit from each other's experiences and strengths, collaborative methods also promote professional development.

Further supporting this, Vangrieken *et al.* (2020) emphasized that collaboration among teachers encourages professional learning, promotes the exchange of innovative ideas, and supports continuous improvement in teaching approaches. Their research found that schools with strong collaborative cultures experienced better student performance and teacher satisfaction.

Interdisciplinary Approach

The section investigated the variables that might have an impact on teachers' interdisciplinary teaching skills, including education and gender regarding the professional growth of teachers, particularly its effect on the cognitive literacy and instructional strategies of teachers and capacity for transdisciplinary integration; the second level, topic, expertise in teaching, and multidisciplinary encounter. Additionally, Social Studies education may be viewed as secondary to literacy instruction in the primary grades or wholly ignored (Fitchett & Heafner, 2020), which translates to numerous chances lost to cultivate critical thinkers equipped to engage as knowledgeable citizens of our country and the global community.

This thorough review, which was published in 2020, examines standard methods in interdisciplinary teaching and learning. It offers a landscape analysis of multidisciplinary education and highlights the significance of clear links between disciplines (Siri Warkentien *et al.,* 2022). Also, a comprehensive review by Newman (2023) examines ways to encourage fresh interdisciplinary research partnerships.

Recognizing the Value

The interdisciplinary approach emphasizes the importance of recognizing diverse perspectives and the value of integrating knowledge from various fields. According to Repko and Szostak (2019), interdisciplinary collaboration can promote innovation and enhance problem-solving capabilities by drawing on the strengths of multiple disciplines.

Similarly, Klein (2021) highlights that interdisciplinary teaching deepens learners' understanding of interconnected concepts and equips them with critical thinking skills essential for navigating real-world problems. This method encourages learners to make meaningful connections across subjects, promoting a holistic educational experience.

Integrating Knowledge

Integrating knowledge across disciplines is fundamental to the interdisciplinary approach, as it encourages a holistic understanding of subjects and promotes connections between concepts. Klein (2021) emphasizes that interdisciplinary curricula allow learners to develop critical thinking skills, enabling them to examine problems from diverse perspectives and approach solutions innovatively.

Moreover, Lattuca and Voigt (2019) argue that interdisciplinary teaching supports collaborative learning, where learners work together to bridge gaps between subjects. This collaborative effort mirrors professional environments where diverse knowledge and skills are often required to achieve innovative solutions.

Cooperation and Communication

Cooperation and communication are foundational to successful interdisciplinary collaboration, enabling individuals from diverse fields to work together effectively. According to Holland (2022), effective communication across disciplinary boundaries promotes teamwork, enhances mutual understanding, and ensures the alignment of goals in interdisciplinary projects. This collaborative approach enriches learning experiences and prepares participants to address complex, real-world problems more cohesively.

Additionally, research by Repko and Szostak (2019) emphasizes that interdisciplinary teamwork significantly benefits from strong communication skills, enabling participants to articulate their perspectives clearly while understanding and integrating others' viewpoints. This dynamic interaction promotes knowledge synthesis, critical in addressing multifaceted challenges.

Development Awareness

The interdisciplinary approach to development awareness focuses on integrating knowledge and methodologies from various disciplines to address complex and interconnected societal challenges. This perspective has gained significant attention recently as global issues increasingly require comprehensive and multifaceted solutions. According to Haines *et al.* (2019), applying an interdisciplinary framework enables a deeper understanding of development problems by promoting collaboration among stakeholders from diverse fields.

Building on this, Jones and Bradley (2021) highlight the role of education in promoting interdisciplinary thinking, particularly in addressing global issues such as climate change, poverty, and social inequality.

Theoretical Framework

This study uses Social Constructivism by Vygotsky, (1978), emphasizing the role of social interaction and cultural tools in learning. The interdisciplinary approach in Araling Panlipunan benefits from this theory by focusing on collaborative learning and contextualized teaching strategies. The theory also highlights the importance of social interaction and cultural tools in learning. His concepts, such as the Zone of Proximal Development (ZPD) and scaffolding, are widely applied in interdisciplinary teaching, showing how collaborative and contextualized methods can improve instructional effectiveness in Araling Panlipunan.

The Theory of Social Constructivism developed by Lev Vygotsky has a significant influence on our understanding of learning. It emphasizes that learning is a social process rather than a solitary one. Knowledge is actively created through cooperation rather than passively absorbed. Learners build on their prior knowledge through engaging with more experienced people. This cooperative process shapes their perception of the world. Vygotsky's theories transformed teaching methods.

The Zone of Proximal Development (ZPD) is a key component of Vygotsky's philosophy. This is the ideal balance between what a youngster can accomplish on their own and what they can accomplish with help. Consider it the place where, with a small quantity of assistance, learning may flourish. A competent peer or tutor can serve as scaffolding, helping until the youngster is proficient in the endeavor. When the youngster becomes more competent and self-assured, this help is progressively reduced. The ZPD emphasizes the importance of individualized education.

Vygotsky's work requires a knowledge of the scaffolding notion. It is similar to constructing a structure with support, brick by brick, until it stands on its own. Teachers are adept experts who provide support when required. This might be simplifying strenuous activities, giving advice, or providing support. The child's progress determines how much help is given. Learners who have effective scaffolding can realize their most significant potential.

Statement of the Problem

This study aimed to determine the level of instructional competence and interdisciplinary approach among Secondary Public School Teachers of El Salvador City Division during the School Year 2024-2025.

Specifically, this study sought to answer the following questions:

1. How are the respondents characterized in terms of age, sex, highest educational attainment, teaching position, specialization, and highest training/seminars attended on instructional teaching competence?
2. What is the respondents' level of instructional competence, considering critical thinking, problem-solving, communication, collaboration, and innovation?
3. What is the respondents' level of interdisciplinary approach in teaching Araling Panlipunan based on recognizing the value, integrating knowledge, cooperation, and communication, and development awareness?
4. Is there a significant relationship between the respondents' instructional competence and their interdisciplinary approach?
5. Is there a significant difference in the respondents' instructional competence when grouped according to their characteristics?

Scope and Limitations

This study focused on instructional competence and disciplinary approach in teaching Araling Panlipunan in El Salvador City Division, Misamis Oriental, for the School Year 2024-2025. The respondents were one hundred thirty eight (138) Araling Panlipunan teachers in the aforesaid division. The variable 2, was limited to thinking, problem solving, communication, collaboration, and innovation, and the variable 3 includes recognizing the value, integrating knowledge, cooperation, and communication, and developing awareness. Further, variable 1 is the respondents' characteristics such as age, sex, highest educational attainment, teaching position, specialization, and highest trainings/seminars attended on instructional teaching competence.

MATERIALS AND METHODS

Research Design

This study employed a descriptive correlational research method. This approach identifies relationships between variables without necessarily establishing causation. Using this method, researchers observe and describe how variables are naturally connected in real-world settings. The process involves gathering data on multiple

variables of interest and analyzing correlation patterns. Fluet (2020) defines descriptive research as a quantitative approach used to characterize traits or functions and test specific hypotheses, highlighting the importance of precision and clarity in defining the research problem for this type of study.

Study Setting

This study focuses on El Salvador City, a sixth-class component city in Misamis Oriental, Philippines, with a population of 58,771 as per the 2020 Census. It explores the educational system within the El Salvador City Division, analyzing nine Junior High Schools, including one integrated school, to assess instructional competence and interdisciplinary approaches. The carefully chosen schools represent the local secondary education sector, allowing for a comprehensive evaluation of educational strategies and teaching practices. The study underscores the importance of consistency in professional development and policy execution across schools within the same administrative division, enhancing the validity of its findings.

Table 1: Distribution of Respondents

School Code	Respondents
A	35
B	7
C	11
D	28
E	24
F	6
G	11
H	6
I	10
Total	**138**

Sampling Technique

This study employed universal sampling technique where all Junior High School teachers in the population were involved. This approach ensures that only teachers with relevant expertise and experience in the subject are included, thereby providing the study with valuable insights into their instructional practices and how they integrate interdisciplinary approaches into their teaching. The selection of teachers is based on specific criteria, such as their years of teaching experience, educational qualifications, and involvement in professional development programs related to interdisciplinary teaching.

Research Instruments

The instrument used in this study has three (3) parts. Part I is the Variable 1 which elicited the respondents' characteristics such as age, sex, highest educational attainment, teaching position, specialization, and highest training/seminars attended on instructional teaching competence. A total of one hundred thirty – eight (138) teacher-respondents participated in providing these demographic details, which served as the foundation for analyzing patterns and insights related to their instructional competence.

Data Gathering Procedure

Effective data-gathering strategies are essential for ensuring the legitimacy and dependability of the information gathered. After the examination of the instruments evaluated and confirmed reliable, the researcher prepared a permission letter and consent form approved by the Dean of Cagayan de Oro College's Graduate School. This letter was forwarded to the School Division Superintendent requesting clearance to undertake the study.

After gaining consent from the School Division Superintendent, the researcher requested permission from the School Heads to visit the schools. With SDS approval, the researcher met the heads and delivered the approved permit to conduct the study. The survey questionnaires were distributed to the respondents. Respondents were informed in advance that they had 20 minutes to complete the survey questionnaire. After the allotted time, the survey questionnaires were swiftly collected.

Statistical Treatment of Data

This study employs both descriptive and inferential statistical tools to analyze respondents' demographics and instructional competence. Demographic characteristics such as age, sex, educational attainment, and training were profiled using frequency and percentage. The mean was calculated for assessing instructional competence relating to critical thinking, problem-solving, communication, collaboration, and innovation. The Pearson Correlation Coefficient was utilized to explore the significant relationship between instructional competence and interdisciplinary teaching abilities. Lastly, ANOVA was conducted to examine the correlation between instructional competence and demographic characteristics.

Ethical Consideration

It is crucial to ensure the privacy and anonymity of the teachers who participate in this research. Teachers may be more inclined to participate honestly and openly if they are assured that their identities and personal information would be kept confidential. The following ethical concerns were addressed:

All participating faculty members gave informed consent, and the purpose of the study, the data collection process, and how their information would be used were clearly explained. This ensured that they could withdraw from the study without facing consequences. The teachers were asked to remove or replace any personally identifiable information, such as names, school names, or contact details, from the data during analysis and reporting.

Pseudonym assignments may be done to participants to protect their identities. The data was stored securely, using encryption where necessary, and access was limited to authorized personnel only. This ensured that data was not accidentally disclosed to unauthorized parties.

RESULTS AND DISCUSSION

Examined whether instructional competence in critical thinking, problem-solving, and collaboration has a significant impact onThis section presents the results and discussion of the data gathered and treated statistically. It also includes conclusions and recommendations. This study aims to investigate the instructional technology competence of secondary school teachers in teaching Araling Panlipunan.

Results

Problem 1. What are the Respondents' Characteristics in Terms of Age, Sex, Highest Educational Attainment, Position, Specialization, and Highest Training/Seminars Attended on Instructional Teaching Competence?

Table 2: Distribution of the Respondents' Age

Category	Frequency	Percentage
55 years old and above	25	18.12
48 - 54 years old	20	14.49
41 - 47 years old	10	7.25
34 - 40 years old	22	15.94
27 – 33 years old	30	21.74
20 – 26 years old	31	22.46
Total	**138**	**100.00**

Table 2 presents the distribution of respondents' age. The result shows that the highest frequency falls within the 20–26 years category, comprising 31 (22.46%). This means that the teachers' age level is important, especially for secondary school teachers. Teachers who teach in Araling Panlipunan subjects are primarily in their 20s. A study by Johnson *et al.* (2022) emphasized that teachers who engage in interdisciplinary teaching can better support learners in understanding the connections between various fields, thereby enhancing comprehension and engagement. This aligns with the present findings and underscores the importance of considering age demographics when planning and implementing new instructional strategies.

In contrast, the lowest frequency was 10 respondents (7.25%). This means that only a few teachers fall within the age category of 41-47 years old. The middle-aged teachers contribute valuable experience, institutional knowledge, and stability to the teaching workforce. A study by Mohr and Anderson (2021) found that younger teachers are often more adaptable to interdisciplinary strategies, given their exposure to modern pedagogical trends during training, while older teachers bring valuable experience in applying these approaches to real-world contexts.

Table 3: Distribution of the Respondents' Sex

Category	Frequency	Percentage
Male	60	43.38
Female	78	56.52
Total	**138**	**100.00**

Table 3 indicates that 60 respondents (43.38%) are female, showing a predominance of female teachers in Araling Panlipunan. They demonstrate greater involvement in educational research and have higher completion rates of education courses. Younger female teachers (aged 20-26) are notably engaged, while older teachers often adapt well to technology In a study by Francisco and Celon (2020), it was found that teacher methods significantly impact learners' academic achievement in various subjects, including Araling Panlipunan. Conversely, the male category had the lowest frequency, with 60 respondents (43.38%). This means that fewer males participated in this study. This means further that male participation in educational research activities related to Araling Panlipunan in El Salvador City Division is relatively lower. A related study by Maingque (2022) the effectiveness of strategic intervention materials in enhancing learners' skills in Araling Panlipunan found that these materials significantly improve learning outcomes, particularly among male learners.

Table 4: Distribution of the Respondents' Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	5	3.62

With Doctorate Degree Units	8	5.80
Master's Degree	40	21.74
With Master's Degree Units	30	28.99
Bachelor's Degree	55	39.86
Total	**138**	**100.00**

Table 4 indicates that 39.86% of respondents have attained a Bachelor's Degree, highlighting a majority of teachers in the El Salvador City Division who are young, female, and possess essential qualifications for effective teaching. However, despite commendable educational attainment, there remains a need for further academic advancement to promote interdisciplinary approaches in teaching Araling Panlipunan. Investing in continued education and postgraduate studies could enhance instructional strategies and improve student outcomes. Teachers with higher educational qualifications use more effective interdisciplinary strategies in social studies, according to Santos *et al.* (2021).

In contrast, the Doctorate Degree category has the lowest frequency, with 5 respondents (3.62%). This means that this low percentage highlights a significant gap in advanced academic qualifications among teachers in the division. A study by Del Rosario (2020) emphasized that doctoral holders bring specialized knowledge and research skills into their teaching practice, which can significantly enhance curriculum development and interdisciplinary integration.

Table 5: Distribution of the Respondents' Position

Category	**Frequency**	**Percentage**
Master Teacher II	33	23.91
Master Teacher I	12	8.70
Teacher III	4	2.90
Teacher II	42	30.43
Teacher I	47	34.06
Total	**138**	**100.00**

Table 5 presents the teaching positions of respondents in El Salvador City Division, with Teacher I being the most common role at 34.06%. This indicates a young and inexperienced teaching workforce, highlighting opportunities for professional growth. The division has a solid base for future leadership but may hinder career progression without structured development plans. A study by Macapagal and Ricafort (2023) emphasizes that entry-level teachers make up a significant portion of the teaching workforce. It advocates for ongoing professional development to boost instructional skills and career growth, suggesting that investing in early-career teacher development can lead to a stronger teaching workforce.

In contrast, Teacher III has the lowest frequency of 4 (2.90%) respondents. This means that nearly one-fourth of teachers have moved beyond initial levels but have not yet attained master teacher status. This means further that these teachers represent a more experienced group within the division, having accumulated significant teaching experience. A related study by Pagayanan (2020) discusses how teachers at this stage often seek additional qualifications and training to transition into higher roles such as Master Teacher I or II.

Table 6: Distribution of the Respondents' Specialization

Category	**Frequency**	**Percentage**
Filipino	20	14.49
English	18	13.04
Science	15	10.87
Mathematics	22	15.94
TLE	13	9.42
Araling Panlipunan	25	18.12
EsP	14	10.14
MAPEH	11	7.97
Total	**138**	**100.00**

Table 6 highlights that the majority of teachers in the El Salvador City Division specialize in Araling Panlipunan, comprising 18.12% of respondents. This indicates the importance of Social Studies education in the local educational context, suggesting a focus on nation-building and civic education. Enhancing interdisciplinary

methods in Social Studies is essential for helping learners apply knowledge practically, along with the need for ongoing support and training for Araling Panlipunan teachers to stay relevant in a changing social and political environment. In support of this finding, recent studies which highlighted the importance of social studies education in developing learners' critical thinking and civic engagement. For instance, Smith (2021) emphasizes that integrating interdisciplinary approaches within social studies can enhance learners' understanding and application of knowledge across different contexts.

In contrast, MAPEH (Music, Arts, Physical Education, and Health) has the lowest frequency, with 11 respondents (7.97%). This means that there is a lower representation of MAPEH specialists within the division. This implies that subjects focusing on arts, physical wellness, and health education might not receive as much attention or resource allocation as core academic areas. A related study by Cruz *et al.* (2020), discusses how underrepresentation in subjects like MAPEH can negatively affect student outcomes by limiting their exposure to essential life skills taught through the arts and physical activities.

Table 7: Distribution of the Respondents' Highest Trainings/Seminars Attended on Instructional Competence

Category	Frequency	Percentage
National Level	11	7.97
Regional Level	30	21.74
Division Level	40	28.99
District Level	43	31.16
School Level	14	10.14
Total	**138**	**100.00**

Table 7 reveals that 31.16% of respondents attended district-level training, indicating a preference for localized professional development in enhancing instructional competence within the El Salvador City Division. This trend reflects a decentralized approach to training, allowing more relevance to local teaching contexts. District-specific programs equip teachers with practical strategies, necessitating ongoing needs assessment to align with instructional goals. The respondents are primarily young teachers aged 20–26, mostly female, holding Bachelor's degrees and active in Teacher I positions, particularly in Araling Panlipunan, and favor district-level training.

Localized professional development programs significantly enhance teacher effectiveness and student outcomes, as shown by a study by Santos *et al.* (2021). These district-level trainings offer tailored content that aligns with teachers' environments, leading to better strategy implementation.

In contrast, the National Level category has the lowest frequency of 11 (7.97%). This means that the lower participation rate may indicate potential challenges in accessing national-level training opportunities. This means further that logistical constraints, including travel requirements, time commitments, and financial limitations, may also hinder teachers' participation at the national level. A study by Reyes (2020) supports this observation by discussing how logistical challenges and financial constraints often limit teachers' participation in national-level professional development programs.

Problem 2. What is the Respondents' Level of Instructional Competence Considering Critical Thinking, Problem-Solving, Communication, Collaboration, and Innovation?

Table 8: Distribution of the Respondents' Level of Instructional Competence considering Critical Thinking

Indicator	Mean	SD	Description
I design learning activities that require analysis and evaluation	2.98	0.78	Most of the Time
I promote questioning techniques that promote a deeper understanding.	3.07	0.81	Most of the Time
I encourage learners to make connections between concepts and real-life situations.	3.48	0.98	Most of the Time
I facilitate discussions that challenge learners to justify their answers.	3.29	0.92	Most of the Time
I use open-ended questions to prompt student reflection.	2.96	0.80	At all Times
I assess learners' abilities to identify assumptions and biases.	3.40	0.97	At all Times
I integrate activities that require critical analysis of texts or resources.	3.23	0.89	At all Times
I provide feedback that promotes self-assessment and improvement of ideas.	3.39	0.96	At all Times
I encourage learners to analyze, interpret, and question information.	3.37	0.95	At all Times
I provide complex problems that require critical analysis and innovative solutions.	3.11	0.86	Most of the Time
Overall	**3.23**	**0.89**	**Most of the Time**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 8 shows that respondents have a high level of instructional competence in critical thinking, with an overall mean of 3.23 (SD=0.89), indicating that teachers in El Salvador City Division effectively promote analytical and reflective thinking. This competence is crucial for helping students develop deeper understanding and problem-solving skills. The consistent self-assessments suggest that most teachers perform at similar high levels, which is essential for preparing students for real-world challenges. Smith and Johnson (2021) found that diverse instructional strategies significantly enhance students' critical thinking skills, highlighting the importance of effective teaching practices and continuous innovation in pedagogical methods to elevate these abilities.

In contrast, the indicator, I provide open-ended questions to prompt discussions, has the lowest mean score of 2.96 (SD=0.80), described as Most of the Time and interpreted as High. This means that while teachers are generally competent, there is an area for significant improvement in using open-ended questions. A study by Jones and Lee (2020) examined the role of open-ended questions in promoting critical thinking and found that these questions significantly enhance learners' analytical skills.

Table 9: Distribution of the Respondents' Level of Instructional Competence considering Problem-Solving

Indicator	Mean	SD	Description
I incorporate real-world problems into the curriculum for practical application.	3.39	0.91	At all Times
I encourage learners to approach problems from multiple perspectives.	2.99	0.80	Most of the Time
I guide learners through breaking down complex problems into manageable parts.	3.40	0.92	At all Times
I allow learners to propose solutions and evaluate their effectiveness.	3.23	0.87	Most of the Time
I utilize collaborative problem-solving activities in the classroom.	2.98	0.79	Most of the Time
I implement project-based learning tasks to develop critical problem-solving skills.	3.28	0.88	At all Times
I assess learners' strategies and approaches to tackling challenges.	3.36	0.92	At all Times
I encourage learners to reflect on and revise their solutions.	3.27	0.89	At all Times
I structured activities to encourage independent and collaborative problem-solving.	3.50	0.96	At all Times
I employ techniques that develop foundational skills essential for solving complex problems.	3.30	0.95	At all Times
Overall	**3.27**	**0.89**	**At all Times**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 9 indicates that respondents exhibit a very high level of instructional competence in problem-solving, with an overall mean score of 3.27 (SD=0.89). This suggests that teachers are effective in integrating problem-solving into their teaching, guiding learners through complex issues and fostering reflective practices. Consequently, students are equipped with essential problem-solving skills vital for academic and professional success, highlighting a strong instructional approach focused on engagement and critical thinking.In support of these findings, a study by Francisco and Celon (2020) found that teachers' instructional practices have a significant impact on learners' academic performance across various subjects, including Araling Panlipunan. Continuing professional development is essential for maintaining and enhancing instructional competence, particularly in critical areas such as problem-solving.

The indicator, I structured activities to encourage independent and collaborative problem-solving, yielded the highest mean of 3.50 (SD=0.96), described as At all Times and interpreted as Very High. This means that teachers yielded a very high level of effectiveness in designing activities that promote both independent and collaborative problem-solving. Research by Calderon (2020) emphasizes the role of collaborative learning in improving student engagement and performance in Araling Panlipunan, revealing that collaborative problem-solving enhances achievement and knowledge retention, thereby promoting higher-order thinking and deeper understanding.

Table 10 indicates that teachers of Araling Panlipunan in El Salvador City Division have a very high level of competence in promoting effective communication, with an overall mean score of 3.25 (SD=0.88). This suggests that they excel in encouraging active listening, providing constructive feedback, and modeling respectful communication, fostering an environment conducive to knowledge transfer.

The indicator, I provide constructive feedback on learners' communication effectiveness, has the highest mean of 3.41 (SD=0.93), described as At all Times and interpreted as Very High. This means that teachers deliver very high, timely, and constructive feedback, allowing learners to reflect on their communication strengths and

Table 10: Distribution of the Respondents' Level of Instructional Competence considering Communication

Indicator	Mean	SD	Description
I promote active listening skills through structured discussions.	3.30	0.88	At all Times
I utilize various communication methods to accommodate diverse learning styles.	3.27	0.85	At all Times
I encourage clear, coherent expressions of ideas through writing and speaking.	3.29	0.87	At all Times
I provide constructive feedback on learners' communication effectiveness.	3.41	0.93	At all Times
I model respectful and effective communication in all interactions.	3.39	0.91	At all Times
I implement peer-review sessions to enhance communication skills.	2.96	0.78	Most of the Time
I integrate digital tools for collaborative communication.	3.28	0.88	At all Times
I guide learners in organizing and presenting ideas effectively.	2.97	0.79	Most of the Time
I provide constructive and timely feedback that supports learners' learning and understanding.	3.31	0.92	At all Times
I promote a classroom environment where learners feel safe and respectfully expressing their ideas and opinions.	3.33	0.94	At all Times
Overall	**3.25**	**0.88**	**At all Times**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

identify areas for improvement. As Winstone and Carless (2020) noted, feedback practices that highlight strengths while suggesting specific areas for improvement lead to increased motivation and academic achievement. This highlights the significance of feedback as a vital mechanism for student communication and growth.

Conversely, the indicator, I implement peer-review sessions to enhance communication skills, got the lowest mean of 2.96 (SD=0.78), described as Most of the Time and interpreted as High. This means that peer-review sessions such as practical high strategies for developing communication skills are not as frequently or effectively implemented as other strategies. As Nicol and Macfarlane-Dick (2020) noted, structured peer-review sessions can significantly enhance learners' communication and critical thinking abilities. Their research suggests that these sessions offer valuable opportunities for reflection and skill development, which may lead to improved communication outcomes.

Table 11: Distribution of the Respondents' Level of Instructional Competence considering Collaboration

Indicator	Mean	SD	Description
I design activities that require group work and teamwork.	3.47	0.55	At all Times
I encourage respectful sharing of ideas and viewpoints.	3.40	0.58	At all Times
I model effective teamwork and collaboration skills.	3.39	0.60	At all Times
I have conflict resolution strategies for group activities.	3.41	0.57	At all Times
I provide feedback on individual and group collaboration efforts.	3.36	0.61	At all Times
assess group contributions and dynamics in collaborative tasks.	3.18	0.65	Most of the Time
I promote a supportive classroom environment for diverse perspectives.	3.28	0.62	At all Times
I use collaborative digital tools to facilitate group projects.	2.99	0.68	At all Times
I willingly integrate ideas and suggestions from colleagues into their instructional practices.	3.32	0.63	At all Times
I engage in professional learning communities to discuss, share, and develop strategies for effective teaching.	2.93	0.70	At all Times
Overall	**3.27**	**0.62**	**At all Times**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 11 outlines the distribution of respondents' levels of instructional competence considering collaboration. With an overall mean score of 3.27 (SD=0.62), described as At all Times and interpreted as Very High. This means that respondents typically demonstrate very high competence in promoting student collaboration. This implies that teachers effectively design group activities, encourage respectful sharing of ideas, and model teamwork skills. In support of these findings, Calderon (2020) study found

that teachers' instructional practices significantly impact learners' academic performance across various subjects, including Araling Panlipunan.

The indicator, I design activities that require group work and teamwork, got the highest mean score of 3.47 (SD=0.55), described as At all Times and interpreted as Very High. This means that teachers possess a high level of expertise in designing activities that promote independent and group problem-solving. A study by Maingque (2022) highlights the importance of cooperative learning in enhancing student engagement and performance in Araling Panlipunan. The study found that collaborative problem-solving activities lead to higher student achievement and better knowledge retention.

For the contrary, the indicator, I engage in professional learning communities to discuss, share, and develop strategies for effective teaching, got the lowest mean score of 2.93 (SD=0.70), described as Most of the Time and interpreted as High. This means that, although still high, the lower score indicates room for improvement in utilizing professional learning communities. Francisco and Celon (2020) noted that while professional learning

Table 12: Distribution of the Respondents' Level of Instructional Competence considering Innovation

Indicator	Mean	SD	Description
I encourage creativity and exploration in student projects.	3.06	0.57	Most of the Time
I integrate technology to promote innovative learning experiences.	2.92	0.60	Most of the Time
I design lessons that allow learners to experiment with new ideas, promoting freedom and creativity.	2.94	0.62	Most of the Time
I support student-driven projects with a focus on creative problem-solving and innovative solutions.	3.09	0.55	Most of the Time
I model openness to new ideas and approaches.	3.16	0.54	Most of the Time
I recognize and celebrate original thinking and student contributions.	3.08	0.58	Most of the Time
I use flexible assessment methods to accommodate innovative approaches.	3.16	0.59	Most of the Time
I promote a classroom culture that values creativity and risk-taking.	3.21	0.53	Most of the Time
I utilize hands-on and project-based activities that promote critical thinking, creativity, and problem-solving skills.	3.10	0.56	Most of the Time
I participate in workshops, seminars, or courses on innovative teaching practices.	3.19	0.52	Most of the Time
Overall	**3.09**	**0.57**	**Most of the Time**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 12 presents the distribution of respondents' levels of instructional competence considering innovation. With an overall mean score of 3.09 (SD=0.57), described as Most of the Time and interpreted as High. This means that they have a high capacity to integrate innovative practices into their instructional methodologies. This implies that respondents can foster creativity, implement flexible assessment approaches, and encourage student-driven projects that promote critical thinking and problem-solving. Encourage student-led initiatives that foster problem-solving and critical thinking. A study by Puentedura (2021) highlighted that incorporating innovative teaching approaches, such as project-based learning and technology integration, significantly enhances student engagement and critical thinking. As demonstrated through Puentedura's SAMR model (Substitution, Augmentation, Modification, and Redefinition), teachers who progress through higher levels of technology integration offer learners more innovative learning opportunities.

The indicator, I promote a classroom culture that values creativity and risk-taking, obtained the highest mean of 3.21 (SD=0.53), described as Most of the Time and interpreted as High. This means that teachers excel in creating a highly supportive environment where learners are encouraged to take intellectual risks and explore creative ideas without fear of failure. A study by Beghetto and Kaufman (2021) supports these findings by highlighting that classrooms where creativity and risk-taking are encouraged result in higher levels of student engagement and cognitive flexibility.

In contrast, the indicator, I integrate technology to promote innovative learning experiences obtained the lowest mean of 2.92 (SD=0.60), described as Most of the Time and interpreted as High. This means that further improvement is needed in technology integration to promote innovation. As observed, increasing teachers' proficiency and self-assurance with technology can enable them to design more engaging, student-centered lessons that meet the objectives of twenty-first-century education. A study by Trust *et al.* (2021) highlights that teachers who engage in continuous professional development in technology integration demonstrate greater effectiveness in designing innovative and interactive lessons.

Table 13: Summary Distribution of the Respondents' Level of Instructional Competence

Variable	Mean	SD	Interpretation
Critical Thinking	3.23	0.89	High
Problem Solving	3.27	0.89	Very High
Communication	3.25	0.88	High
Collaboration	3.27	0.62	Very High
Innovation	3.09	0.57	High
Overall	**3.22**	**0.77**	**High**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 13 shows the summary distribution of the respondents' level of instructional competence. With an overall mean 3.22 (SD=0.77), as interpreted as High. This means that the respondents generally demonstrate a high level of instructional competence. This implies that teachers effectively integrate critical thinking, problem-solving, communication, collaboration, and innovation into their teaching practices. A study by Calderon (2020) found that teachers' instructional practices have a significant impact on learners' academic performance across various subjects, including Araling Panlipunan.

The variables Problem Solving and Collaboration obtained the highest mean of 3.27 (SD=0.89), respectively interpreted as Very High. This means that teachers have a very high level of designing activities promoting independent and group problem-solving. Research by Maingque (2022) emphasizes the significance of collaborative learning in promoting student engagement and academic performance in Araling Panlipunan.

On the contrary, the variable Innovation got the lowest mean of 3.09 (SD=0.57) interpreted as High. This means an improvement in high levels of innovation in the classroom. Enhancing this aspect could further boost learners' creative thinking and ability to develop novel solutions to problems. A study by Francisco and Celon (2020) also noted that while promoting innovation is beneficial, its implementation can be challenging and requires careful planning and execution.

Problem 3. What is the Respondents' Level of Interdisciplinary Approach Based on Recognizing the Value, Integrating Knowledge, Cooperation and Communication, and Development Awareness?

Table 14: Distribution of the Respondents' Level of Interdisciplinary Approach based on Recognizing the Value

Indicator	Mean	SD	Description
I demonstrate an understanding of the importance of inclusivity in the classroom.	3.30	0.89	At All Times
I value the significance of a student-centered approach in instruction.	3.31	0.90	At All Times
I appreciate diverse learning styles and adapt instruction to meet them.	3.27	0.87	At All Times
I recognize the role of cultural sensitivity in promoting a respectful learning environment.	2.97	0.79	Most of the Time
I value continuous improvement and lifelong learning in professional practices.	2.91	0.76	Most of the Time
I show commitment to supporting learners' emotional and social needs.	3.17	0.82	Most of the Time
I understand the importance of ethical behavior and integrity in teaching.	3.19	0.83	Most of the Time
I recognize the need to adapt to current educational trends and innovations.	3.23	0.85	Most of the Time
Make learners demonstrate an understanding of how multiple disciplines contribute to a more comprehensive view of a topic.	3.20	0.84	Most of the Time
Engage learners in critical thinking and help them analyze issues from various disciplinary angles.	3.22	0.86	Most of the Time
Overall	**3.18**	**0.84**	**Most of the Time**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 14 presents the distribution of respondents' levels of practice on the interdisciplinary approach based on Recognizing the Value. With an overall mean of 3.18 (SD=0.84), described as Most of the Time and interpreted as High. This means that respondents consistently demonstrate a high positive attitude towards these interdisciplinary approaches in their teaching practices. This implies that the relatively small standard deviation indicates moderate consistency in how respondents perceive and implement these values. Recent studies emphasize the importance of adopting interdisciplinary

approaches in teaching as crucial for enhancing learners' critical thinking and problem-solving skills. According to Turek (2021), multidisciplinary teaching fosters a more comprehensive understanding of the subject matter, enabling learners to acquire knowledge and develop the ability to connect ideas from diverse fields of study.

The indicator, I value the significance of a student-centered approach in instruction, obtained the highest mean of 3.31 (SD=0.90), described as At All Times and is interpreted as Very High. This means that the respondents most consistently apply a very high student-centered approach in their teaching. This implies that a student-centered approach emphasizes active learning, where learners are encouraged to take responsibility for their education while the teacher facilitates and guides their exploration. A study by Kizito and Nyirenda (2022) found that student-centered approaches contribute to improved academic performance and satisfaction, particularly in interdisciplinary subjects.

On the contrary, the indicator, I value continuous improvement and lifelong learning in professional practices, got the lowest mean of 2.91 (SD=0.76), described as Most of the Time and is interpreted as High. This means that respondents placed a high value on continuous improvement, which remains the least strongly endorsed aspect As observed, while teachers recognize the importance of lifelong learning, it may not yet be fully embedded in their daily professional habits. Research by Vu and Nguyen (2021) highlighted that promoting lifelong learning among teachers can lead to improved teaching practices and student outcomes, but this requires institutional policies that support ongoing professional development.

Table 15: Distribution of the Respondents' Level of Interdisciplinary Approach based on Integrating Knowledge

Indicator	Mean	SD	Description
I connect theoretical knowledge to real-life teaching scenarios.	3.40	0.85	At All Times
I integrate cross-curricular content to enhance learning experiences.	3.35	0.82	At All Times
I utilize various teaching methods to cater to different learning styles.	3.20	0.78	Most of the Time
I effectively integrate instructional technology into lessons.	3.25	0.80	Most of the Time
I relate academic content to learners' interests and experiences.	3.15	0.87	Most of the Time
I incorporate critical thinking skills into instructional activities.	3.50	0.75	At All Times
I design lessons that connect with current educational standards and objectives.	3.30	0.83	At All Times
I create instructional materials that reinforce understanding across subjects.	3.45	0.79	At All Times
I analyze and solve real-world problems that require knowledge from multiple disciplines.	3.40	0.76	At All Times
I recall and use knowledge that integrates learning from different subjects.	3.25	0.84	Most of the Time
Overall	**3.33**	**0.80**	**At All Times**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 15 outlines the distribution of respondents' levels in the interdisciplinary approach based on integrating knowledge. With an overall mean of 3.33 (SD=0.80), described as At All Times and interpreted as Very High. This means that respondents consistently incorporate a very high range of aspects of interdisciplinary teaching into their practices, highlighting the frequent application of strategies such as connecting theoretical knowledge to real-life scenarios, utilizing diverse teaching methods, and aligning lessons with current educational standards.

In recent studies, integrating knowledge from multiple disciplines has been recognized as essential for promoting deeper learning and critical thinking. A survey by Serrano *et al.* (2021) highlights that interdisciplinary teaching enhances learners' ability to make connections across subjects, which is essential for developing problem-solving skills.

The indicator, I incorporate critical thinking skills into instructional activities, got the highest mean of 3.50 (SD=0.75), described as At All Times and interpreted as Very High. This means that a strong commitment to developing learners' ability to analyze, evaluate, and very high information is an essential skill in today's educational landscape. A study by Vogler and Waller (2022) found that learners who are taught to think critically perform better in interdisciplinary contexts, where they are required to apply knowledge across subjects.

However, the indicator, I relate academic content to learners' interests and experiences got the lowest mean of 3.15 (SD=0.87), described as Most of the Time and interpreted as High. This means that teachers can connect to the high academic content that aligns with learners' interests. Studies by Tan and Kong (2022) suggest that while it is beneficial for learners to see the relevance of academic content to their personal lives, creating these connections consistently requires substantial effort and resourcefulness from teachers.

Table 16 presents the distribution of respondents' levels in the interdisciplinary approach based on cooperation and communication. With an overall mean of 3.13 (SD=0.82), described as Most of the Time and interpreted as High.

Table 16: Distribution of the Respondents' Level of Interdisciplinary Approach based on Cooperation and Communication

Indicator	Mean	SD	Description
I listen actively to learners' questions and concerns.	3.11	0.85	Most of the Time
I communicate learning expectations clearly to learners.	2.99	0.81	Most of the Time
I collaborate effectively with colleagues on instructional strategies.	2.93	0.77	Most of the Time
I build positive relationships with learners, parents, and the community.	3.07	0.82	Most of the Time
I provide constructive feedback to learners to support their personal and professional growth.	3.24	0.88	Most of the Time
I use inclusive language that respects learners' backgrounds and perspectives.	3.16	0.83	Most of the Time
I engage in active discussions with learners to encourage participation.	3.13	0.82	Most of the Time
I coordinate with support staff to address diverse learning needs.	3.19	0.85	Most of the Time
Show willingness to assist the teachers in interdisciplinary lessons.	3.24	0.86	Most of the Time
Ensure the presence and effectiveness of feedback channels among teachers in different disciplines.	3.20	0.87	Most of the Time
Overall	**3.13**	**0.82**	**Most of the Time**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

This means that teachers employ a high level of interdisciplinary approach, characterized by cooperation and communication, although there are areas that could be further improved For instance, a study by Yip and Lam (2022) argues that collaborative efforts among teachers enhance the integration of multiple disciplines, making lessons more comprehensive and relevant to learners' real-world experiences. This study reinforces the results observed in the current table, highlighting that cooperation and communication are vital to the success of interdisciplinary teaching strategies.

The indicator, I provide constructive feedback to learners to support their growth, got the highest mean of 3.24 (SD=0.88), described as Most of the Time and interpreted as High. This means that respondents often provide high feedback, which is essential in promoting student growth and development. This means further that constructive feedback is a vital component of formative assessment, enabling learners to identify their strengths and areas for improvement. Research by Maingque (2022) highlights the importance of constructivist feedback in enhancing students' communication in the classroom. As demonstrated, the study found that constructivist feedback activities lead to higher student achievement and better knowledge retention.

The indicator, I collaborate effectively with colleagues on instructional strategies, got the lowest mean of 2.93 (SD=0.77), described as Most of the Time and interpreted as High. This means that while teachers are generally high in collaborating with colleagues, there may be occasional challenges or inconsistencies in fully integrating cooperative efforts into their teaching strategies.

A study by Leithwood and Jantzi (2020) found that teacher collaboration enhances the quality of teaching by enabling teachers to share best practices, resources, and insights. These findings support the lower score in this study, suggesting that while collaboration is recognized as valuable, it may not always be fully realized due to logistical or institutional challenges.

Table 17: Distribution of the Respondents' Level of Interdisciplinary Approach based on Development Awareness

Indicator	Mean	SD	Description
I encourage learners to set and work toward personal learning goals.	3.34	0.93	At All Times
I encourage learners to develop self-assessment and reflection practices.	3.06	0.84	Most of the Time
I promote environmental and social awareness through curriculum content.	3.36	0.97	At All Times
I incorporate concepts of global citizenship and responsibility into my lessons.	2.95	0.78	Most of the Time
I encourage learners to think critically about societal issues.	3.17	0.87	Most of the Time
I support awareness of health and wellness as part of holistic education.	2.97	0.80	Most of the Time
I promote skills that contribute to learners' personal growth and development.	3.09	0.86	Most of the Time
I participate in professional development activities to stay current with the latest educational best practices.	3.27	0.91	At All Times
I assess the ability to critically analyze information from multiple disciplines to gain a comprehensive understanding of development issues.	3.32	0.92	At All Times
I evaluate learners' understanding of ethical issues, such as equity and social justice, in the context of development and interdisciplinary solutions.	3.31	0.96	At All Times
Overall	**3.18**	**0.88**	**Most of the Time**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 17 outlines the distribution of respondents' levels in the interdisciplinary approach based on development awareness. With an overall mean of 3.18 (SD=0.88), described as Most of the Time and interpreted as High. This means that respondents generally apply high development awareness practices in their teaching, but not as consistently as in other areas, such as interdisciplinary knowledge integration. This means further that while most teachers engage in development awareness practices frequently, there is some variability in how these practices are implemented across the respondents Research supports that developing awareness is essential for a holistic educational approach. According to McHugh and Taylor (2022), teachers who integrate development awareness practices into their curriculum can better address contemporary issues, such as sustainability and social justice, which aligns with the results of this study.

The indicator, I promote environmental and social awareness through curriculum content, obtained the highest mean of 3.36 (SD=0.97), described as At All Times and interpreted as High. This means that teachers prioritize high environmental and social awareness, recognizing the high importance of shaping learners' perspectives on these critical global issues. This means that teachers are increasingly aware of the need to help learners understand critical global issues, such as social justice, sustainability, and climate change.

However, the indicator, I integrate concepts of global citizenship and responsibility in lessons, obtained the lowest mean of 2.95 (SD=0.78), described as Most of the Time and interpreted as High. This means that while respondents generally address global citizenship and responsibility in their teaching, it is not consistently applied as other indicators. This implies that various factors could be at play, including curriculum constraints, limited exposure to global citizenship content, or a focus on more locally relevant issues. Research by Levy and Pritchard (2020) emphasizes the importance of integrating global citizenship into education, as it enables learners to develop empathy and a deeper understanding of the interconnected world. However, they also point out that integrating global citizenship concepts can be challenging, especially in contexts where teachers feel inadequately prepared or lack sufficient support for such initiatives.

Table 18: Summary Distribution of the Respondent's Level of Interdisciplinary Approach

Variable	Mean	SD	Interpretation
Recognizing the Value	3.18	0.84	High
Integrating the Knowledge	3.33	0.80	Very High
Cooperation and Communication	3.13	0.84	High
Development Awareness	3.18	0.88	High
Overall	**3.21**	**0.88**	**High**

Legend:
3.26-4.00 At all Times / Very High
2.51-3.25 Most of the Time / High
1.76-2.50 Sometimes / Low
1.00-1.75 Never / Very Low

Table 18 presents the summary distribution of the respondents' level of the interdisciplinary approach. With an overall mean of 3.21 (SD=0.84) interpreted as High. This means that the El Salvador City Division teachers display a positive, high level of engagement with the interdisciplinary approach in their teaching practices. This means further that while most respondents exhibit similar behaviors, there is some variability in the responses, suggesting a range of engagement across the sample. Moreover, teachers seem to understand and value the approach, especially in terms of integrating knowledge across subjects. Research supports these findings, emphasizing the importance of interdisciplinary teaching in enhancing learners' learning experiences. In their study, Hall *et al.* (2021) noted that teachers who apply interdisciplinary strategies enrich learners' learning and promote a more holistic view of knowledge.

The variable, Integrating the Knowledge, obtained the highest mean score of 3.33 (SD=0.80), interpreted as Very High. This means that teachers in the division actively make very high connections between subjects, providing learners with a more comprehensive understanding of the topics being taught. This means further that integrating knowledge from multiple disciplines promotes a deeper understanding of complex issues and prepares learners to approach problems from different perspectives. According to Pérez *et al.* (2021), integrating interdisciplinary teaching strategies helps learners see the interconnections between different areas of study, promoting a more profound and lasting understanding.

On the other hand, the variable Cooperation and Communication got the lowest mean score of 3.13 (SD=0.84) interpreted as High. This means that many teachers have high levels of cooperation and communication with others, but there may be occasional gaps or challenges in fully implementing these practices across the board. Research by Tan and Liew (2021) suggests that collaboration and communication among teachers are essential for successfully implementing interdisciplinary teaching, as they help create a shared understanding of goals and teaching strategies.

Problem 4. Is There a Significant Relationship between Respondents' Instructional Competence and Their Interdisciplinary Approach?

Table 19 examines the significant relationship between instructional competence, encompassing critical thinking, problem-solving, communication, collaboration, and innovation, and interdisciplinary teaching abilities, which include recognizing the value, integrating knowledge, cooperation, and communication, as well as developing awareness. This means that the results indicate a significant correlation between instructional competence and interdisciplinary teaching abilities in most categories, as indicated by the correlation coefficients (r-values) ($p < 0.05$), which leads to the rejection of the null hypothesis at the alpha level. This means that instructional competence significantly influences interdisciplinary teaching abilities, showing that teachers with stronger instructional skills can effectively implement multidisciplinary approaches. Park and Lee (2022) emphasized that cooperation between teachers strengthens interdisciplinary education by combining expertise from multiple fields, aligning with the findings of Table 19. Massie *et al.* (2022) affirmed that innovation is a significant factor in successful interdisciplinary education, supporting the results observed in this study.

Table 19: Results of the Test on Relationship between the Respondents Instructional Competence and their Interdisciplinary Approach

Instructional Competence	Interdisciplinary Approach				Overall
	Recognizing the Value	**Integrating Knowledge**	**Cooperation and Communication**	**Development Awareness**	
	r-Value	r-Value	r-Value	r-Value	r-Value
	p-value	p-value	p-value	p-value	p-value
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
Critical Thinking	0.97	0.94	0.97	0.48	0.87
	0.01	0.02	0.03	0.03	0.02
	S	S	S	S	S
Problem-Solving	0.58	0.94	0.94	0.30	0.72
	0.09	0.03	0.02	0.04	0.03
	NS	S	S	S	S
Communication	0.84	0.84	0.74	0.95	0.86
	0.01	0.06	0.02	0.03	0.02
	S	NS	S	S	S
Collaboration	0.83	0.84	0.94	0.85	0.86
	0.02	0.03	0.0306	0.02	0.02
	S	S	S	S	S
Innovation	0.85	0.74	0.85	0.85	0.85
	0.03	0.03	0.03	0.03	0.03
	S	S	S	S	S

Significant if p-value <0.05
Legend: Ho is rejected if Significant (S) Ho is failed to reject if Not significant (NS)

Problem 5. Is There a Significant Difference in the Respondents' Instructional Competence When Grouped According to Their Characteristics?

Table 20: Comparison of the Respondents' Instructional Competence When Grouped According to their Characteristics

Respondents' Characteristics	Instructional Competence				
	Critical Thinking	**Problem-Solving**	**Communication**	**Collaboration**	**Innovation**
	F-value	F-value	F-value	F-value	F-value
	p-value	p-value	p-value	p-value	p-value
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
Age	0.64	0.56	0.85	0.94	0.59
	0.01	0.01	0.03	0.01	0.01
	S	S	S	S	S

Sex	0.93	0.93	0.93	0.93	0.93
	0.05	0.01	0.03	0.03	0.02
	NS	S	S	S	S
Highest Educational Attainment	0.93	0.92	0.94	0.93	0.93
	0.01	0.02	0.03	0.02	0.03
	S	S	S	S	S
Teaching Position	0.62	0.80	0.81	0.72	0.74
	0.03	0.02	0.02	0.02	0.02
	S	S	S	S	S
Specialization	0.78	0.84	0.83	0.76	0.74
	0.02	0.02	0.03	0.02	0.02
	S	S	S	S	S
Highest Training/ Seminars Attended on Instructional Competence	0.69	0.81	0.79	0.74	0.75
	0.02	0.02	0.02	0.02	0.02
	S	S	S	S	S
Overall	**0.76**	**0.81**	**0.85**	**0.83**	**0.78**
	0.02	**0.01**	**0.02**	**0.02**	**0.02**
	S	**S**	**S**	**S**	**S**

Legend: S – Significant; NS - Not Significant

Table 20 presents a comparison of respondents' instructional competence across various characteristics, including age, sex, highest educational attainment, teaching position, specialization, and the highest training or seminars attended about instructional competence. The F-values and p-values provided help assess whether there is a significant relationship between these characteristics and the respondents' instructional competence, including critical thinking, problem-solving, communication, collaboration, and innovation. The overall results suggest that characteristics such as age, highest educational attainment, teaching position, specialization, and training or seminars attended have significant relationships with instructional competence, including its sub-categories. This means that older respondents who hold higher academic qualifications, occupy advanced teaching positions, and have attended more professional development activities tend to exhibit stronger instructional skills.

Studies like those by Tatar *et al.* (2023) show that while sex may not directly impact overall instructional competence, it can influence specific areas such as communication and collaboration.

CONCLUSION

The following conclusions are hereby drawn from the study:

The instructional competence of Araling Panlipunan teachers is remarkable in terms of problem-solving and collaborative skills. Teachers are demonstrating their capacity to collaborate with others and successfully address challenges in their teaching positions. Teachers excel in designing activities that address problem-solving, critical thinking, teamwork, individual skills, and real-world success, while also fostering innovation and receptivity to innovative teaching methods.

Recommendation

Based on the findings of the study, the recommendations are as follows:

1. School administrators should encourage the teachers to participate in any higher-level training programs on instructional competence to enhance and improve their instructional competence and knowledge of teaching methodologies, teaching skills, thus promoting professional growth, improving classroom effectiveness, and promoting student learning.
2. Teachers should integrate technology in teaching Araling Panlipunan to promote innovative learning experiences and attend training and technology assistance to promote innovative learning, enhance creativity, and improve problem-solving skills in students, promoting flexible and creative teaching methods.
3. Teachers should collaborate to create an engaging classroom environment, encourage cooperation and communication among learners, and exchange teaching methods for reliable and efficient training.
4. School heads should prioritize training and capacity-building programs that enhance teachers' critical thinking, communication, teamwork, and innovative skills.
5. School officials should innovate teachers' opportunities for professional growth that enhance their self-creativity, critical thinking, and problem-solving skills. Training should be on priorities of each teacher to address the demands of career advancement, ensuring balanced growth in instructional competency.

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