# Learner's Boredom in the Araling Panlipunan (Social Studies): Uncovering Its Factors, Teachers' Reactions, and the Pedagogical Innovations through Key Informant Interview

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*Abstract* — **Filipino students find Araling Panlipunan (AP) boring in basic education. However, studies exploring the factors leading to this situation remained insufficient. In this study, the researchers identify the factors that shape the perception of AP as a boring subject. It also describes the reaction formation of AP teachers and the pedagogical innovations employed by the teacher-participants to address the prevailing factors they encounter. Thirteen (13) public high school teachers and fifteen (15) junior high school students across the Division of Marinduque were identified using purposive sampling. Key informant interviews were conducted to explore the experiences of the participants. Thematic analysis through in-vivo coding was used to analyze the qualitative data. The researchers found out that the class scheduling and teacher-centered teaching methods are the major factors shaping the negative perception about AP. These factors create positive and negative reactions among AP teachers. Nevertheless, pedagogical innovations were practiced by the participants to address the identified factors (i.e., ICT integration, multidisciplinary and interdisciplinary approaches). The study concludes that strategizing the instruction properly is very important in teaching secondary Araling Panlipunan to motivate the learners and ease the perceived boredom in taking the subject.**

*Keywords— Araling Panlipunan, high school, pedagogy, phenomenological study, qualitative, teacher education,*

## INTRODUCTION

*"Paano nga ba boring? (How is it boring?)* This is a perennial question being asked by the Araling Panlipunan teachers. In fact, Deracco (2022) and Dilag (2020) found out in their respective studies that Araling Panlipunan (AP) is one of the subjects that Filipino students find boring. The quantitative studies they conducted ranked the students' preferences in courses from most to least favored. However, the researchers found that the factors or reasons for the negative stereotype that AP is a boring subject remained unexplored. This matter is the gap in existing literature that serves as an important focal point of further exploration. Understanding the root causes of the perceived boredom of

the subject aims to provide the reality as perceived by teachers and students. Moreover, the attitude problems that the teachers encounter in teaching the subject are the learners' interest and engagement in learning Araling Panlipunan.

The factors leading to a "boring" Araling Panlipunan can influence the reaction of the teachers handling the subject, which can lead to the implementation of pedagogical interventions. On this premise, the researchers aim to conduct cyclical inquiry, building the *"code of tedium"* - a document that describes and explains the state of boredom among the learners. This will showcase the reasons why Araling Panlipunan is perceived as a boring subject by the learners and how the teachers react and adjust to this reality.

## STATEMENT OF THE PROBLEM

1. What are the underlying factors contributing to the boredom of students in studying Araling Panlipunan?

2. How do the AP teachers react when they are confronted by identified factors?

3. How are the reactions of the teachers influenced by their AP instructions?

4. What are the pedagogical innovations employed by the AP teachers to address the factors behind boredom?

## SIGNIFICANCE OF THE STUDY

Studies on the reasons or causes of boredom in Araling Panlipunan instruction can benefit students, teachers, schools, and future researchers by providing a deeper understanding of the gap and weaknesses as the root cause of boredom and lack of interest that resulted in a passive learner, how teachers respond to this perception, and strategies they use to make Araling Panlipunan subject engaging and meaningful. Utilizing this study can provide significance in enhancing and improving learning outcomes,

increasing student motivation and engagement, which may result in a positive impact on them to value and like the Araling Panlipunan subject. The school and teacher can gain recommendations that may help them manage the negative perception about the subject matter hence, they come up with the innovation that will provide suitable strategies that may foster a positive learning environment and enhance teaching effectiveness.

## SCOPE AND DELIMITATION

This study focused on exploring the underlying factors contributing to the boredom of students in learning Araling Panlipunan, making it a boring subject, the reactions of teachers upon recognition of this issue, its influences on their instruction, and the pedagogical innovations they implement to counteract this challenge.

This study was conducted in various secondary schools in the six (6) municipalities of Marinduque, Philippines, namely: Buenavista, Gasan, Boac, Mogpog, Sta. Cruz and Torrijos. The primary participants are the thirteen (13) public high school teachers currently teaching Araling Panlipunan and fifteen (15) students from Grade 7 to Grade 10. The researchers used face-to-face and online interviews to gather data, utilizing thematic analysis and in vivo coding in data analysis. This study lasted from April 2024 to June 2024.

The scope of this research was narrowed to focus on Araling Panlipunan, excluding comparisons with other subjects. It is confined to the schools under the Department of Education Division of Marinduque, limiting the generalizability of the findings. Given the study's two months, the long-term impacts of identified pedagogical innovations might not be fully observable.

## CONCEPTUAL FRAMEWORK

In order to guide the attainment of the answers for the research questions, the conceptual framework below presents the necessary concepts or factors to be considered.

**Figure 1.**
*Conceptual framework of the study utilizing cyclical process*
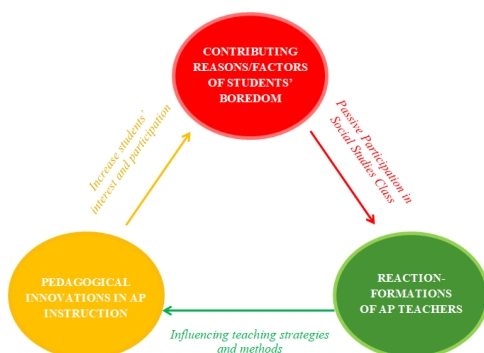


The conceptual framework explains the cyclical process of addressing the perceived students' boredom in

studying Araling Panlipunan. The contributing factors elicit boredom among students, where the reaction formations of subject teachers are anchored. It is comprised of teachers' reactions, emotions, and dispositions in response to the perceived boredom that leads to students' passive participation and inactivity during Araling Panlipunan classes. From their reactions, it influences their teaching strategies and methods, resulting in pedagogical innovations in teaching the Araling Panlipunan. This seeks to regain and maintain students' interest and attention by employing differentiation, positive reinforcements, and interactive and student-centered approaches in order to address the factors behind students' boredom.

## RESEARCH DESIGN

Phenomenological research design was utilized in this study. It values the unique experiences among individuals, leading to multiple realities on a particular phenomenon by extracting the essence of these experiences (Delve, 2022). By adapting this research design, the res                                    :dom
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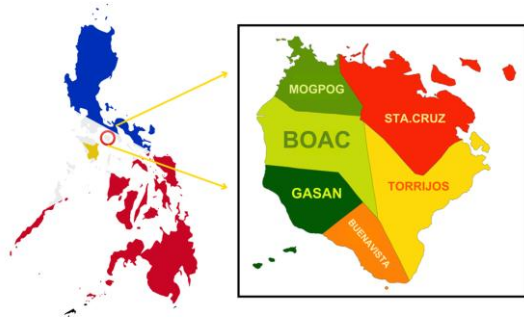
Source: DA MIMAROPA. Retrieved from
https://tinyurl.com/trf76eh8

This study was conducted at various public schools in different districts of the province of Marinduque. Public high schools were chosen because the results of this study may help in further innovating Araling Panlipunan instruction. Additionally, public schools were selected because they have a high frequency count of students, allowing for data maximization due to the high number of students in each classroom. This environment provides grassroots understanding of the factors behind students' boredom in Araling Panlipunan. Moreover, including students from various districts allows for an analysis of multiple perspectives on the factors affecting their interest in learning Araling Panlipunan.

## POPULATION AND SAMPLING TECHNIQUE

The purposive sampling technique was used to select the participants. It was selected based on their availability and willingness to participate in the study, anchored with the inclusion criteria that the researchers have set (Stratton, 2021). In selecting the participants, the researchers utilized selection criteria.

This study involved two kinds of participants: teachers and students. The criteria for teachers focused on: (1) can be male, female, or any gender they identify themselves with, (2) an Araling Panlipunan Teacher, (3) must be teaching any grade 7-10 Araling Panlipunan subject in a public high school and (4) must be teaching Araling Panlipunan for five years and above

Meanwhile, the criteria for students are on: (1) can be male, female, or any gender they identify themselves with, (2) must be a junior high school student, and (3) must be studying in a public high school.

For teachers, the researchers involved thirteen (13) participants: three (3) from Buenavista, three (3) from Sta. Cruz, two (2) from Mogpog, two (2) from Torrijos, two (2) from Gasan, and one (1) from Boac.

For students, the researchers involved fifteen (15) participants: two (2) from Buenavista, two (2) from Sta. Cruz, three (3) from Mogpog, two (2) from Gasan, three (3) from Torrijos, and three (3) from Boac until the saturation point was reached.

## DATA GATHERING PROCEDURE

The researchers employed both face-to-face and online interviews to collect data from Bachelor of Secondary Education (BSEd) teachers in selected schools across various municipalities in Marinduque. The researchers used open-ended questions to allow participants to freely express their thoughts and provide detailed responses.

The data gathering process was carried out over 10 days, following this schedule:

Day 1: The researchers developed guide questions anchored on their specific research questions.

Day 2: The formulated guide questions were validated by the research adviser to ensure they were clear, relevant, and effective for obtaining the necessary information.

Days 3-5: The researchers conducted interviews, both in-person and online, but before that, the researchers distributed formal letters to school principals of each school per municipality, and for students and teachers to be interviewed. The researchers also informed them about the topic before proceeding to the interview properly. After the interview, the researchers transcribed the participants' responses within that day.

Days 6-10: The gathered data was thoroughly analyzed and subjected to data analysis, extracting significant codes, categories, and themes, which are necessary for generalizing insights and conclusions.

## DATA ANALYSIS

In this study, the researchers utilized vivo coding and thematic analysis in analyzing the gathered data.

According to Manning (2017), "in-vivo coding," referred to as verbatim coding, is a qualitative data analysis method that utilizes or emphasizes the participants' actual spoken words or is from the data itself. While Braun and Clarke (2006) defined the term "thematic analysis" as a method for evaluating qualitative data that involves looking through a data collection to find, examine, and document common themes. Using in-vivo coding and thematic analysis, the researchers made codes from the data extracts provided by the teacher and student participants, which are anchored to the research questions of the study.

## ETHICAL CONSIDERATIONS

The researchers provided a letter for the school principals to sign as the manifestation of approval in conducting interviews in their respective schools with the teachers and students. After the approval of the principals of the schools, the teachers and students were provided informed consents for the purpose of the study and their voluntary participation. The participants were also assured of their anonymity and the confidentiality of their data.

## RESULTS AND DISCUSSIONS

SOP 1. WHAT ARE THE UNDERLYING FACTORS CONTRIBUTING TO THE BOREDOM OF STUDENTS IN STUDYING ARALING PANLIPUNAN?

*Theme 1. Factors that contribute to the boredom of students in Araling Panlipunan.*

Theme 1 discusses the dimensions of the students' boredom in taking Araling Panlipunan subject. Table 1 below presents the identified factors upon the conduct of the interview.

**Table 1.**
*Factors that contribute to the boredom of students in Araling Panlipunan*

| **Theme 1.** *Factors that Contribute to the Passive Participation or Boredom of Students in Participating or Learning Araling Panlipunan.* | |
|---|---|
| **Sub-Themes** | **Categories** |
| 1.1. Instructional Resources, Content and Methods of Araling Panlipunan | Insufficient Supplies and Resources<br>Reading-Inclined<br>Topical Complexity<br>Topical Apathy |
| 1.2. Teachers Way of Teaching Araling Panlipunan | Absence of Innovation<br>Absence of Practical Implementation and Real-Life Examples<br>Lack of Activities<br>Fear of teachers<br>Lack of explanation<br>Rote-Learning<br>Written-Based<br>Spoon-Feeding<br>Unsuitable Contextualization |
| 1.3. Time Constraints in Araling Panlipunan | Subject Schedule<br>Long Discussions, Limited Time |

Based on the students' responses, the researchers have drawn three (3) sub-themes: (1) Instructional Resources, Content and Methods of Araling Panlipunan, (2) Teachers'

Manner of Teaching Araling Panlipunan, and (3) Time Constraints in Araling Panlipunan.

## 1.1. Instructional Resources, Content, and Methods of Araling Panlipunan

Sub-theme 1.1 underscores the contributing factors for students' boredom concerning Araling Panlipunan contents and methods. The instructional resources, content, and methods of Araling Panlipunan utilized by the teachers to facilitate teaching and learning in this subject contributed to passive learning of students, making Araling Panlipunan a boring subject.

Based on the students' responses, the researchers have drawn four (4) categories under this sub-theme, namely: (1) insufficient supplies and resources, (2) reading-inclined, (3) topical complexity, and (5) topical apathy.

### 1.1.1. Insufficient Supplies and Resources

Insufficient supplies and resources refer to the lack of materials needed by the students for the subject matter. This includes globe, maps, books, or e-learning materials provided by the teachers in order for the learners to catch up on the topic discussed by the teacher. As mentioned by student 14, *"...yun nga po kulang sa materials."* These materials were needed for interactive and interesting instruction, hence, their insufficiency contributed to the students' loss of interest in learning Araling Panlipunan.

### 1.1.2. Reading-Inclined

Reading-inclined pertains to numerous reading processes in Araling Panlipunan subject. It is interpreting written or non-written ideas to understand its context. Reading is not just about understanding words, it is also for making connections, gaining and expanding knowledge. But because of the subject's nature, it became a factor for students' loss of interest as what student 4 said *"... anlalaki po ng mga textbooks na binabasa po, kase ngayon, hindi po lahat ay fond ng reading lalo at mas gumagamit ng phones ang mga estudyante."* Moreover, *"...inaantok ako pag nagbabasa ng mahahabang aralin,"* said by student 6. Student 10 also mentioned that *"hindi na po maabsorb ng utak ko ang mga gawain."*

### 1.1.3. Topical Complexity

Topical complexity refers to the level of depth, difficulty, and understanding of the topic to be discussed with the learners. It includes the background knowledge required, the interrelated concepts, as well as the level of abstraction involved in understanding the subject matter. And in connection to this, student 9 said that *"...nahihirapan po ako minsan gawa po ng sa mga topic po na ina-discuss."* While student 4 mentioned that, *"... complex po yung mga pangalan, date, saka ang naging argument nila ay 'anong maiiambag nun sa buhay at profession ko in the future."* And according to student 3, *"ang daming binabalikan tas napag-aralan, ang lalalim at*

*complex ng mga pangalan, mahirap banggitin."* Depth and breadth of the lesson specify the profoundness of the lesson and its significance discussed by the teacher, wherein it measures often its impact on one's understanding, behaviour, and perspective. As mentioned by student 9, *"...parang sobrang lalim po ng topic... parang hindi na po interesting kasi parang hindi na po masyado naga-sink in sa'kin yung ganung topic."* And student 5 stated that *"ang pagkalalim o profoundness ng mga talakayan o lessons...pagkalalim ng talakayan na nagdudulot upang mahirapan kaming maunawaan ang nilalaman nito.*

### 1.1.4. Topical Apathy

Topical apathy pertains to the apathy toward the topic refers to lack of interest, lack of motivation in understanding a particular subject matter, they may find the topic unengaging, uninteresting, and irrelevant to their interest. Uninterested in discipline of history, laws, and issues as they lack concerns to history, laws, and issues of society. As stated by student 3, *"... puro na lang digmaan; pare-parehas lang naman yung nangyayare, iba-iba lang yung lugar o bansa, yung mga nasakop at sumakop".* Further, according to student 7, *"...pinag aaralan ay tungkol sa mga nakaraan... wala akong interes sa mga naging presidente ng Pilipinas...wala din akong interes sa mga batas na mga nagawa."* As well as student 8 mentioned that *"...hindi interesado sa AP sa mismong topic."* Thus, students find the subject boring as they lack interest in doing and understanding certain topics.

## 1.2. Teachers' Way of Teaching Araling Panlipunan

This sub-theme emphasizes the teacher's way of teaching Araling Panlipunan as a contributing factor for students' disinterest in the topic or their unwillingness to participate in class discussions.

Based on the students' responses, the researchers have drawn ten (10) categories under this sub-theme such as: (1) Absence of Innovation, (2) Improper Implementation, (3) Absence of Practical Implementation and Real-Life Examples, (4) Lack of Activities, (5) Fear of Teachers, (6) Lack of Explanation, (7) Rote-Learning, (8) Written-Based, (9) Spoon-Feeding, and (10) Unsuitable Contextualization.

### 1.2.1. Absence of Innovation

Absence of innovation refers to outdated methods of teaching, by which teachers prefer to use traditional methods rather than embracing the use of technology. Additionally, it has to do with failing to adapt teaching strategies, methods, and techniques and failing to employ modern approaches that help students comprehend the material, which results in students losing interest in the subject. According to Student 14, *"Medyo maedad na po yung ibang teachers ng Araling Panlipunan dito, [so] yung approach po ng pagtuturo ay isang factor din po..."* Based on student statements, one of the reasons why some students find Araling Panlipunan to be a boring subject is that the majority of the old teachers don't know how to use new

teaching tools or even how to use technology for their lessons. Instead, they rely solely on what they know from the traditional way of teaching or what they learned when they were still learning how to teach.

### 1.2.2. Absence of Practical Implementation and Real-Life Examples

The absence of practical implementation means that theoretical knowledge is not applied in real-world scenarios, leading to a gap between understanding concepts and using them effectively. As stated by student 9 "*… walang real-life application, lalo na yung history*". Without practical application, students may struggle to see the relevance of their learning, which can reduce engagement and retention. This lack of hands-on experience can also hinder the development of critical skills needed for problem-solving and innovation.

An absence of a real-life example or situation means there's no practical scenario to illustrate a concept. It makes understanding and relating to the idea more challenging. Real-life examples help clarify and make the explanation relatable. And in connection to this, student 9, "*wala pong real-life application, lalong-lalo na po yung history*". Moreover, student 4 stated "*… tsaka po sa pagbibigay ng examples ng teacher, yung pagrerelate po ng lesson everyday situation*". The lack of real-life examples in teaching can make it difficult for students to grasp and relate to concepts, as illustrated by student 9's remark about history and student 4's comment on the importance of connecting lessons to everyday situations.

### 1.2.4. Lack of Activities

Lack of activities pertains to the lack of tasks or activities that teachers provide to their students in order to inspire them to study, engage with the material, collaborate, and think critically. One reason why students feel bored at Araling Panlipunan is that their teacher doesn't assign any activities, projects, or even assignments; instead, the focus is mostly on discussions, which take up the whole class period. As stated by student 5, "*…wala masyadong masasayang aktibidad ang ipinapagawa… mas marami ang pagtatalakay..*" and she added, "*may kakulangan sa interactive na paraan ng pagtuturo…*" Also, Student 11 stated that, "*wala pong any other activities na magiging interactive para sa mga bata…*" While student 12 stated that, "*…ang mga activity po na binibigay ng mga teacher ay hindi nakakatulong upang maging active ang klase.*" According to these statements, one of the reasons Araling Panlipunan is boring to them is the absence of activities by the teachers. Instead of just sitting in class and listening to their teacher the entire time, they wanted a discussion that included exercises that allowed them to move or talk.

### 1.2.5. Fear of Teachers

Fear of teachers refers to the feeling of anxiety or apprehension students may have towards their teachers. This fear can stem from high expectations, strict disciplinary actions, or previous negative experiences. It often impacts on a student's ability to participate and perform well in the classroom. As stated by student 14, "*… may mga tanong po siya, pero nakakatakot siya magturo*". This anxiety, as expressed by student 14, underscores the importance of creating a supportive and approachable learning environment to help students thrive. So, when a teacher creates fear, students may lose active participation.

### 1.2.6. Lack of Explanation

A lack of explanation by teachers can lead to misunderstandings and confusion among students. It prevents teachers from fully grasping the points being made. With this, students get bored. Clear explanations are crucial for effective communication and ensuring every student is on the same page. Without them, the discussion can become unproductive and frustrating. For the student 9, "*…hindi po siya masyadong magaling mag-explain or hindi po siya masyadong na-elaborate yung topic*". Additionally, student 1 stated that "*… hindi nila maelaborate sa amin yung topic*". Both student 9 and student 1 comments highlight the critical need for teachers to elaborate on topics to ensure all students can grasp the material thoroughly. Clear and detailed explanations are essential for fostering a conducive and effective educational experience.

### 1.2.7. Rote-Learning

Rote-learning refers to a traditional way of teaching in which teachers assign students to memorize whole texts or other material without explaining to them why it is relevant. Many people believe that the Araling Panlipunan topic is mostly about memorization of dates, names, events, facts, and other details. Further, students are still confused about the relevance of what they have memorized, they may still believe that the subject has little impact on their lives. As stated by Student 4, "*…dahil sa memorization ng mga pangalan, complex po yung dates, saka ang nagiging argument nila ay, 'anong maiaambag nun sa buhay at profession ko in the future?'*" Also, Student 14 added that, "*Parang ang dami pong mga pangalan, ang dami mga kailangan… may inasaulo na taon…*" While Student 15 stated, "*mabilis ko po makalimutan yung mga date…*" While Student 8 stated that, "*Nagasaulo laang ako kapag may exam na para makapasa at pagkatapos nun ay wala na, akalimutan na lahat…*" many participants claimed that Araling Panlipunan places a greater emphasis on memorization, which is why they often do not participate in the subject matter. In other cases, they tend to memorize material if there is only an exam to pass and after that, they will forget what they memorized because they did not find it relevant to their lives.

### 1.2.8. Written-Based

Written-based pertains to an instruction, having more emphasis on writing notes than discussion. It refers to how teachers command students to write the entire lesson without conducting any discussions. Put simply, they just

reproduce the text found in the book. According to Student 8, *"...yung laging inapasulat, lalo na yung sa kasaysayan...pinapasulat lang ni... yun eh, at kung ano pinapasulat niya ay ipapasaulo rin niya."* Based on this claim, history is the topic that always focuses more on writing or copying what has been written in a book.

### 1.2.9. Spoon-Feeding

Spoon-feeding refers to the way of teaching of a teacher wherein the students are not able to speak out during a teacher-led discussion of a subject, to ask questions, to give their stands, or to relate personal experiences. This is one of the factors that students consider Araling Panlipunan a boring subject because they must sit and listen throughout the entire lesson of teacher. As stated by Student 12, *"...more on discussion, wala pa gaanong interaction sa mga bata..."* Also, Student 14 stated that *"yung teacher na lang po lagi ang nagsaita, hindi po niya kami inapagsalita, basta dinidiscuss niya tapos 'di siya nagatanong [nagtatanong]...kung baga di niya nahingi ang opinion namin..."*

### 1.2.10. Unsuitable Contextualization

Unsuitable contextualization of a lesson occurs when the content of the lesson doesn't relate well to students' experiences or knowledge. This can lead to confusion and disengagement. Students may struggle to understand and apply the concepts being taught in their lives. It makes the lesson seem irrelevant or too abstract. According to student 2, *"... hindi naman po accurate yung pagtuturo ng teacher."* Furthermore, as stated by student 4 *"...tsaka po sa pagbibigay po ng examples po ng teacher, yung pagrelate po ng lesson sa everyday situation, hindi po tugma."* Unsuitable contextualization of a lesson, as highlighted by the students' feedback, results in confusion, disengagement, and difficulty in applying concepts to real-life situations. This underscores the importance of teachers making lessons relatable and relevant to students' experiences to enhance understanding and engagement.

### Sub-theme 1.3. Time Constraints in Araling Panlipunan

This subtheme refers to the time or schedule when Araling Panlipunan is placed, particularly in afternoons, wherein students tend to fall asleep. Also, the limited period available to cover the extensive curriculum contributes to students feeling uninterested, bored, or disengaged to Araling Panlipunan instruction.

Based on the students' response, the researchers have drawn two (2) categories under this sub-theme, such as: (1) Subject Schedule and (2) Long Discussions, Limited Time.

### 1.3.1. Subject Schedule

A subject schedule organizes the days and times when specific subjects are taught. It helps students and teachers know what time they expect each day to learn and teach. It includes periods for each class, along with breaks and lunch times. A well-planned schedule balances various subjects, avoiding too much of one and too little of another. But when Araling Panlipunan is placed in the afternoons when students tend to fall asleep faster, it contributes a lot to their disinterest, creating a feeling of tedium or boredom. As stated by student 1, *"... yung oras po niya kapag medyo tanghali na, nakakaantok..."* Student 3 also mentioned *"...nagiging factor yung time ng Araling Panlipunan kaya nakakaantok".* During the time schedule, student 6 stated that *"inaantok ako kapag nagbabasa ng mahahabang babasahin".* Moreover, student 8, *"ang mga oras na ganon po ay talagang nakakaantok".* These sentiments highlight that the time frame or subject schedule is a factor for students' boredom in Araling Panlipunan.

### 1.3.2. Long Discussions, Limited Time

Limited time refers to a short period of time available to complete a lesson or a task. This constraint often requires prioritising activities and making quick decisions. Efficient time management becomes crucial to maximizing productivity within the given time frame. In connection, student 10 mentioned *"... minsan po ay dahil sa oras dahil sobrang haba po...wala na po akong ganang makipagsocialize, nakakapagod na po siya... hindi na po maabsorb ng utak ko ang mga gawain... sobrang haba at tagal po ng discussion".* As per student 4, *"nagigipit po sa time tapos sobrang daming lesson po ng AP".* Limited time significantly impacts students' ability to effectively engage with lessons and complete tasks. The necessity to prioritize and manage time efficiently is evident, yet the prolonged and extensive nature of some discussions can lead to fatigue

**Theme 2.** *Reaction-Formations of Araling Panlipunan Teachers to Students' Boredom in Araling Panlipunan Instruction*

| Sub-Themes | Categories |
|---|---|
| 2.1 Positive Reactions of Araling Panlipunan Teachers | Challenged |
| | Motivated |
| 2.2 Negative Reactions of Araling Panlipunan Teachers | Annoyed |
| | Sadness |
| | Expectant |
| | Painful/heartbreaking |
| | Disbelief |
| | Surprised |

*Instruction*

Theme 2 focused on the reactions of Araling Panlipunan teachers upon hearing and knowing the reasons behind students' tedium or boredom. These are the sole collection of teachers' reactions and emotions toward students' boredom in Araling Panlipunan.

Table 2 below is provided to better understand the reaction formations of teachers regarding students' boredom in Araling Panlipunan.

**Table 2.**
*Reaction-formations of Araling Panlipunan teachers to students' boredom in Araling Panlipunan instruction*

Based on the teachers' responses, the researchers have drawn three (3) sub-themes under theme 2, which are: (1) Positive Reactions of Araling Panlipunan Teachers, and (2) Negative Reactions of Araling Panlipunan Teachers.

*2.1 Positive Reactions of Araling Panlipunan Teachers*

This subtheme focused on the positive reactions of Araling Panlipunan teachers. Upon hearing the issue about the boredom of students to Araling Panlipunan as a subject, teachers possess positive reactions and find ways to enhance the strategies they are using.
Based on the teachers' responses, the researchers have drawn two (2) categories under this sub-theme such as: (1) Challenged, and (2) Motivated.

*2.1.1. Challenged*

Regarding students' boredom in Araling Panlipunan, teachers are challenged. Strategies of teachers refer to the pedagogical methods that they use in order to make teaching and learning effectively to the part of their students. Teachers are challenged to upgrade their strategies when they hear that their subject, especially Araling Panlipunan is a boring subject. *"Nacha-challenge na mag-isip pa, mas maging creative talagang yung teacher dapat ma-creative ka.mag-isip kami bilang mga subject teacher ng mga paraan para hindi sila maboring."* As teachers in Araling Panlipunan they are challenged to give effort and provide creative activities to get the students' interest in the subject.

*2.1.2. Motivated*

Araling Panlipunan teachers become more motivated to provide new activities to address the boredom of their students in every lesson that they do. Providing new activities for students' everyday will help them to get their attention. *"...namomotivate naman pero syempre may times na humihina rin na parang nakakawala na rin ng gana pero more of namomotivate din".* It is difficult for teachers to think of new activities every day for their students and sometimes they feel tired especially to the part that they think of motivation for their lesson or the ice breaker before the discussion starts. In this way, students can catch the lesson easily and can demonstrate their prior knowledge to the topic.

*2.2. Negative Reactions of Araling Panlipunan Teachers*

This subtheme emphasizes the negative reactions of Araling Panlipunan teachers. Upon hearing the issue about students' boredom to Araling Panlipunan.
Based on the teachers' responses, the researchers have drawn six (6) categories under this sub-theme such as: (1)

Annoyed, (2) Sadness, (3) Expectant, (4) Painful and Heartbreaking, (5) Disbelief, and (6) Surprised.

*2.2.1. Annoyed*

Teachers 2 and Teacher 8 both express clear annoyance when students find Araling Panlipunan boring. Teacher 2 articulates that such opinions reduce their pride as educators, saying, *"Naiiyamot ako syempre! Maiinis ka. Yung nararamdaman ko ay syempre nakakaiyamot. Nakakabawas ng pride bilang teacher."* Meanwhile, Teacher 8 directly vents their frustration toward the students with, *"Naiinis ako sa mga batang iyon."* Teachers 2 and 8 showed annoyance because they feel personally affected by students' perception of Araling Panlipunan as a boring subject.

*2.2.2. Sadness*

The teachers feel sad when they hear that students find Araling Panlipunan boring. Teacher 1 said, *"Syempre nalulungkot, nalulungkot naman ako",* and Teacher 13 also added *"nakakalungkot isipin na may mga bata na boring yung subject."* The teachers care deeply about their subject and feel upset that students might miss out on the chance to enjoy and learn from it, *"nakakalungkot na hindi nila nabibigyan ng chance na mahalin or mas magkaroon pa ng kaalaman dun sa subject"* as Teacher 1 added. The teacher feels sad because they think their teaching methods aren't creating enough interesting discussions in class. According to Teacher 7, "of course *malungkot, sapagkat sobrang kulang pa pala yung mga methods na ginagamit ng mga guro para magkaroon ng interactive discussion sa pagitan ng mga guro at mag-aaral".* Teacher 8 also expresses her sadness saying, *"malungkot ang reaksyon ko doon sa mga batang nagsasabing boring ang Araling Panlipunan"* to those students who state that AP is boring.

*2.2.3. Expectant*

Teachers 10 and 4 demonstrate calm acceptance when informed that students perceive Araling Panlipunan as boring, with both expressing a lack of surprise. Teacher 10 saying, *"Tinanggap ko siya na boring daw, kasi yun ung reaction nung tao ay,"* reveals a mindset of acceptance, recognizing that individual reactions vary. Similarly, Teacher 4 remark, *"Expected ko na sila ay magiging bored sa subject na ito dahil iba-iba naman ang interest ng mga bata,"* highlights a preparedness for student disinterest based on the diverse interests of learners. Rather than being dismayed, Teacher 4 chooses to address the issue by enhancing the engagement level of their teaching activities.

*2.2.4. Painful and Heartbreaking*

In response to the perception of Araling Panlipunan as boring, Teacher 5 expresses deep emotional pain, describing it as *"masaklap at masakit sa kalooban"* or painful and heartbreaking, even though there may be some truth to it. This suggests a strong personal attachment to the

subject and a feeling of hurt when it's labeled as uninteresting.

### 2.2.5. Disbelief

This category shows AP teachers struggling with the idea that Araling Panlipunan might be seen as boring. Teacher 1 says it's hard to accept, showing they feel conflicted, *"Mahirap minsang tanggapin."* Teacher 2 strongly disagrees, saying the subject isn't boring, *"Yung reaction ko, ay syempre ayaw ko kasi hindi naman talaga boring."* Teacher 13 thinks students might not agree with the boring idea, "*pero* if you're going to ask the student here, *eh ang sasabihin sayo* is not." These reactions reveal the teachers find it tough to accept this label for their subject, and they wonder if it really matches how students feel.

### 2.2.6. Surprised

In this category, teachers discuss their surprised and unexpected reactions. Teacher 12 admits being slightly surprised, *"medyo nagulat ako pero actually sakto nalang rin kasi narinig ko na rin iyon dati."* Teacher 7, on the other hand, is genuinely shocked and sees a clear need for change, *"nakakabigla sapagkat para pala sa kanila ay boring ang Araling Panlipunan. Nabigla ako, kailangang-kailangan pa pala na iimprove pa ang way and technique ng pagtuturo nito upang maging active ang discussion."* Their responses highlight not just their surprise, but also their realization that they need to engage students more effectively in the classroom.

### SOP 3. HOW DO THE AP TEACHERS REACT WHEN THEY ARE CONFRONTED BY IDENTIFIED FACTORS?

### Theme 3. Influence of Teachers' Reaction-Formations in Araling Panlipunan Instruction

Under Theme 3, there are two (2) sub-themes, which are: (1) Influence of Reactions to Teachers' Qualities in Teaching, and (2) Influence of Reactions to Teachers' Way of Teaching.

These influences can be seen to the proactive efforts of Araling Panlipunan teachers to enhance their teaching strategies and activities, aiming to make learning more engaging for their students. Teachers respond positively to the challenge of student boredom, influencing their personal qualities in teaching and their teaching instruction or practice by continuously seeking innovative and effective methods to improve their instructional practices.

Table 3 below provides a better understanding of the influence of teachers' reaction-formations regarding students' boredom in Araling Panlipunan.

### 3.1 Influence of Reactions to Teachers' Qualities in Teaching

This subtheme portrays the influence of teachers' reactions toward their personal qualities in teaching. It shows the developmental influence they gained as they are taking the boredom of students as a challenge or motivation to further improve, despite the negative reactions they have; there is no negative influence from their negative reactions.

Based on the teachers' responses, the researchers have identified two (2) categories under this sub-theme: (1) Creativity, and (2) Adaptability.

### 3.1.1. Creativity

Creativity pertains to the developed quality of teachers in teaching. They strive to be creative in order to address students' boredom in Araling Panlipunan. They think of creative strategies which are innovative and imaginative methods to capture students' interest and make learning enjoyable. Teachers work to think outside the box, designing lessons that are not only informative but also entertaining. *"Sa pagtuturo, naghahanap ako ng strategies kung saan masisigurado ko na yung mga bata ay magiging engaged sa pag-aaral ng AP."* This approach encourages students to engage more deeply with the materials and fosters a more dynamic and stimulating classroom environment. With the students' reactions, teachers are pushed to be more creative.

### 3.1.2. Adaptability

Being adaptive is also a personal quality improved as influenced by the teachers' reaction to students' boredom. Being relevant in today's society changes the way we have to start teaching in terms of the times, depending on which society and people we are trying to reach. Teachers understand that it is imperative to teach the curriculum rooted in today's society as to raise students' interest and comprehension. *"Mahalaga maging adaptive, ang pag-aangkop sa mga pagbabago sa lipunan upang mas maging makabuluhan ang mga aralin. Kailangang isaalang-alang ang mga kasalukuyang isyu at teknolohiya sa pagtuturo."* This adaptation ensures that the subject matter resonates with students' everyday experiences and prepares them for real-world challenges.

### 3.2. Influence of Reactions on Teachers' Way of Teaching

The subtheme presents the influence of teachers' reactions to their way of teaching regarding students' boredom. These influences were positive to them, where the researchers arrived at two (2) categories: (1) upgraded

### TABLE 3.
*Influence of teachers' reaction-formations in Araling Panlipunan instruction*

**Theme 3.** *Influence of Teachers' Reaction-Formations in Araling Panlipunan Instruction*

| Sub-Themes | Categories |
|---|---|
| 3.1. Influence of Reactions to Teachers' Qualities in Teaching | Creativity<br>Adaptability |
| 3.2. Influence of Reactions to Teachers' Way of Teaching | Upgraded Instructional Materials and Activities<br>Utilization of Digital Technology |

Instructional Materials and Activities, and (2) utilization of Digital Technology.

### 3.2.1. Upgraded Instructional Materials and Activities

This category means developing and improving the resources and tasks used in teaching. It is the influence of teachers' reactions to their way of teaching regarding students' boredom. Teachers invest time and effort into creating new materials that are engaging and educational. *"Magkaroon pa ng maayos na mga instructional materials at makaisip ng mas maganda na mga activity na makakapagpamotivate sa mga bata."* This dedication to quality resources supports effective learning and helps maintain student interest.

### 3.2.2. Utilization of Digital Technology

Utilizing digital technology for teaching involves integrating various digital tools and platforms to enhance the learning experience. It is the influence of teachers' reactions to their way of teaching regarding students' boredom. Teachers leverage technology to make lessons more interactive and accessible. *"Gumagamit na ako ngayon ng laptop. Gumagamit ako ng videos. Gumagamit ako ng mga*

| **Theme 4.** *Pedagogical Innovations of Araling Panlipunan Teachers in Addressing Students' Boredom or Passive Participation for An Active Learning* | |
|---|---|
| **Sub-Themes** | **Categories** |
| 4.1. Technological Integration in Araling Panlipunan Instruction | Technological Equipment |
| | Digital Instructional Materials |
| | Digital Applications and Sites |
| 4.2. Teaching Approaches in Araling Panlipunan Instruction | Learner – Centered Approach |
| | Value – Based Approach |
| | Collaborative/Socialization Approach |
| | Differentiated Approach |
| | Multi-disciplinary Approach |
| | Localization/Indigenization Approach |
| | Integrative Approach |
| 4.3. Instructional Techniques or Activities Employed by Araling Panlipunan Teachers for Students' Active Engagement | Independent Study |
| | Indirect Instructional Activities |
| | Interactive Instructional Activities |
| | Experiential Learning Activities |

*Theme 4. Pedagogical innovations of Araling Panlipunan teachers in addressing students' boredom*

Since Theme 4 focused on the influence of teachers' reaction formations on their Araling Panlipunan instruction, including their personal qualities and way of teaching, driving them to create teaching-related actions to respond in students' boredom, Theme 4 is highly connected to that and focused on the specific teaching-related actions or pedagogical innovations employed by AP teachers to increase students' interest and active participation in learning Araling Panlipunan to address the reasons behind the boredom as stated on SOP 1.

To create a visual representation of Theme 4, a table below is provided to better understand the pedagogical innovations of Araling Panlipunan teachers in their instruction.

**TABLE 4.**
*Pedagogical innovations of Araling Panlipunan teachers addressing students' boredom*

Based on the teachers' responses, the researchers have drawn three (3) sub-themes under theme 3 which are: (1) technological integration in Araling Panlipunan instruction, (2) teaching approaches in Araling Panlipunan instruction, and (3) instructional techniques or activities employed by Araling Panlipunan teachers for students' active engagement.

### 4.1. Technological Integration in Araling Panlipunan Instruction

This sub-theme focuses on the technological integration in Araling Panlipunan to transform students' boredom to transform it to an interactive learning, boosting students' interests.
Based on the teachers' responses, the researchers have drawn three (3) categories under this sub-theme, such as: (1) technological equipment, (2) digital instructional materials, and (3) digital applications and sites.

### 4.1.1. Technological Equipment

Technological equipment refers to the technological tools used by teachers needed to operate an innovative discussion. This includes televisions, projectors, HDMI, laptops, printers, and other teaching devices needed for an improved and technology-inclined discussion. These are best utilized by Araling Panlipunan teachers to improve the traditional way of instruction and incorporating technological equipment. As stated by Teacher 3, *"...nasa modern technology na tayo, ang mga bata ay more on pictures, videos, na actual dapat nilang nakikita through TV or projectors, hindi lamang yung theory theory na a-kwento mo, ay hindi talaga sila makikinig."* Also, for Teacher 9, *"...paggamit ng teknolohiya tulad ng telebisyon, laptop, HDMI, paggamit ng globo,"* which are all technological equipment.

### 4.1.2. Digital Instructional Materials

Digital instructional materials in this context refer to videos, pictures, or even presentations which are all instructional materials but done or made digitally. According to Teacher 3, *"...nasa internet na, more on videos yan. Yung mga related na videos dun, a-download yun, aaralin ko yun."* Also, for Teacher 8, *"...nagpapanuod kami ng mga videos na related sa mga aralin na meron kami."* While Teacher 4 said, *"Mahalaga rin na maganda yung PPT, kase dun pa lang makukuha na natin yung interest ng mga bata."* Also, Teacher 11, *"...gumagamit din ako ng PPT presentation sa pagbabahagi ng mahahalagang detalye sa mga mag-aaral."* So, digital presentations were

utilized by teachers rather than traditional presentations. Hence, the use of digital instructional materials is indeed a strategy used by Araling Panlipunan teachers.

### 4.1.3. Digital Application and Sites

Digital applications and sites are simply the internet sites or applications used by teachers to get the digital instructional materials they need, such as videos or pictures, for example, YouTube or TikTok for presenting videos, MS PowerPoint or Canva for editing presentations. These are sites or applications where these materials came. Furthermore, this includes the sites teachers use for online quizzes or assessments, even meetings like in Google Meet. According to Teacher 10, *"Yung quiz ay through online na rin. Minsan kami ay nag-Google Meet kapag asynchronous ang klase at ang mga bata ay nasa bahay lang."* Even games, Teachers were using digital applications and sites, like what Teacher 12 said, *"...ang mga ini-integrate natin ay mga use of ICT. Nagpapagames."* Also, Teacher 12, *"...nagpapalaro din kami. Katulad sa motivation na mag-shopping sila kunwari, online shopping."* Meanwhile, Teacher said, *"Ang ginagawa ko ay groupings, game-based strategy,tulad ng COD, ML, minsan physical game na kinakailangan gumalaw yung mga students."* These are all manifestations of utilization of digital applications and sites in order to make digital instructional materials as a strategy to get students' interest and participation.

### 4.2. Teaching Approaches in Araling Panlipunan Instruction

This subtheme presents the teaching approaches in Araling Panlipunan instruction. To get rid of boredom and make learning even more efficient and interesting, Araling Panlipunan's teachers have used a variety of strategies that stimulate students' interests.

Based on the teachers' responses, the researchers have drawn seven (7) categories under this sub themes such as: (1) Learner – Centered Approach, (2) Value – Based Approach, (3) Collaboration/Socialization Approach, (4) Differentiated Approach, (5) Multi-disciplinary Approach, (6¬) Localization/Indigenization Approach, and (7) Integrative Approach.

### 4.2.1. Learner-Centered Approach

The learner-centered approach in the context of this research refers to letting the learners become responsible for their learning. The learners were at the center of the educational process. Communication when it comes to delivering knowledge and skills is a two-way process, meaning learners can freely express what they want to express when it comes to their learning process. In this approach, the teacher only acts as a facilitator of learning. As stated by Teacher 10 *"Tapos bigyan mo ng activities si bata, hayaan mo mag-explore yung bata gamit yung mga activities para sila mismo ay nakakaunawa at nakaka-catch up din sa lesson. Hindi lang ikaw yung nagsasalita."*

### 4.2.2. Value-Based Approach

It is simply integrating discipline into classroom management to ensure every learner can acquire all the knowledge and skills effectively and, at the same time, embody a positive attitude. According to Teacher 10, *"Mas gusto ko na may discipline yung approach ko sa student kasi alam ko na dun sila mas epektibong matututo"*

### 4.2.3. Collaborative/Socialization Approach

The collaborative/socialization approach pertains to the ideology that learners learn best or get the interest of students through collaboration or socialization. It is the learner's engagement in every activity that the teachers utilize, wherein there is a sharing of ideas and thoughts among every learner, and the active participation among them is highly observed. According to Teacher 5, *"Socialization approach ginagamit ko, sa pagpili naman ng miyembro sa groupings, nagabunutan kami per quarter para hindi sila nang sila ang magkakagrupo tapos sila na rin ang pipili ng leader nila."* Moreover, Teacher 11 answered, *"Tinitiyak ko na lahat ng mga mag-aaral ay may partisipasyon sa klase sa pagpapagawa ng pangkatang gawain na may iba't ibang aktibidad."*

### 4.2.4. Differentiated Approach

A differentiated approach involves a way of teaching that meets the diverse learners' needs and interests through varied activities, processes, and content of the lessons. It is an approach in which the different needs and interests of students are at the center of the learning process to ensure an effective teaching and learning process. According to Teacher 12, *"Meron din kaming mga group activities para sa differentiated ability nila. Meron ding role play, discussion, interviews, broadcasting. Meron din poster making, hindi lamang puro discussion at puro reporting".*

### 4.2.5. Multi-disciplinary Approach

The multi-disciplinary approach simply involves the integration of other subjects in the context of Araling Panlipunan. Teachers borrow content from other subjects when delivering the topics in Araling Panlipunan to be able to effectively explain the lesson to every learner. According to Teacher 4, *"Nagaintegrate rin ako ng ibang discipline, kunwari, math".*

### 4.2.6. Localization/Indigenization Approach.

Localization/Indigenization is another teaching approach in which teachers relate the content of the lessons to the local information, materials and happenings in relation to the learner's diverse background. According to Teacher 13, *"Ina-localized natin ung Araling Panlipunan, katulad nung WW2, merong dumaan sa Bakod (lugar sa Mogpog), diyan nag-away, diyan naglaban ang Amerikano at mga Hapones".* Similar thing to Teacher 1, *"maghanap*

*kayo ng mga produkto ng mga bagay na nakikita ninyo na related sa agriculture na matatagpuan dito sa labas ng ating paaralan,"* wherein, Teacher 2 is using local materials to deliver the lesson.

### 4.2.7. Integrative Approach

Integrative approach pertains to the ideology that instead of letting your students learn inside the four corners of the classroom, it is better to bring them outside and experience things in reality than just learning it by reading, students learn more through experiencing in the real world. That's why Teacher 1 said, *"Kasi ngayon ako sa AP ekonomiks, halimbawa niyan kasi karamihan sa mga activities pang classroom lang dapat eh para nasusupervise, minsan gumagawa ako ng activities na pwede silang lumabas halimbawa sa agriculture, palalabasin ko sila maghanap kayo ng mga produkto ng mga bagay na nakikita ninyo na related sa agriculture na matatagpuan dito sa labas ng ating paaralan, kailang lumabas sila ng classroom para naman hindi sila laging andun sa room."* Teacher 2 also emphasized that, *"Mas maganda talaga na may community immersion. Like carbon printing, magserbisyo ka manlang sa community ganun. Tapos, mas medyo malalim. Dapat ay sa buhay nila mismo maapply."* With this, an integrative approach is used to bring students outside the classroom.

### 4.3. Instructional Techniques or Activities Employed by Araling Panlipunan Teachers for Students' Active Engagement

This subtheme discusses the instructional techniques or activities employed by Araling Panlipunan teachers for students' active engagement. It stems from the teaching approaches in Araling Panlipunan instruction in response to the contributing factors labeling it as a "boring" subject. Primarily, these set of activities, conducted either inside or outside the classroom, is engaging and student-centered in nature, which elicits active participatory learning. Araling Panlipunan teachers are making use of these activities to catch students' interest and increase their attention span during the subject.

Based on the teachers' responses, the researchers have drawn four (4) categories under this sub-theme, such as: (1) Independent Study, (2) Indirect Instructional Activities, (3) Interactive Instructional Activities, and (4) Experiential Learning Activities.

### 4.3.1. Independent Study

Independent study pertains to the set of educational activities that require students to perform tasks individually inside the classroom. This includes individualized activities during the lesson, such as poster making, writing a poem, slogan, map making (cartography), and other individual performances. Moreover, printable learning activity sheets are distributed to the students at the very end of the lesson to answer. These are employed by Araling Panlipunan teachers

to ensure that students will not get bored through assigning individualized activities that they need to accomplish. In here, students can feel their sense of control and responsibility in completing the activities and at the same time can showcase their innate talents in writing, drawing, and painting. As stated by Teacher 5, *"Karamihan dati ay groupings ang inagawa so sa akin ay individual sa paggawa ng output kagaya ng poster making, tula, slogan, saka paggawa ng mapa; meron din silang individual na performances."* Also, for Teacher 10, *"...So, every end of the lesson, magp-print ako nung learning activity sheets, ibibigay ko sa mga bata yun, yung style enhancement ko dun sa lesson."*

### 4.3.2. Indirect Instructional Activities

Indirect instructional activities involve a set of educational activities that require students to reflect, inquire, interpret, and make use of their experiences, critical thinking, and problem-solving skills based on what they have observed, heard, or read. It includes reflective discussions, concept mapping & formation, and problem-solving exercises. Through this kind of activity, students are provided with relatable and real-world situations and allowed to construct their understanding in completing the activities rather than just relying on teacher-directed explanations. According to Teacher 3, *"Yung mga related na videos dun, adownload yun, aaralin ko yun, ang agawin ko, out of videos na yun, magagawa na ako ng questions tapos habang sila ay nanonood ng movies or video clips, meron na silang answer sheet na sasagutin."* Teacher 10 also mentioned, *"Nagacompute din kami ng tax, pinapakuha ko yung sweldo nung isang nagatrabaho sa family, tapos dinidiscuss namin yung tax ngayon, yung pag-complete ng tax ngayon."*

### 4.3.3. Interactive Instructional Activities

Interactive instructional activities pertain to the set of educational activities which require students to accomplish tasks in groups or teams within the classroom. This includes role playing/dramatization, debate, news reporting, talk shows, group singing, conducting an exhibit, vlogging, open forum, and doing projects made out of recycled materials. Likewise, students in teams also use free software applications in producing print media products such as brochures or pamphlets. These are employed by Araling Panlipunan teachers for students to work collaboratively with their groupmates through sharing ideas, executing a performance based on ability, and also a way of acquainting themselves with their other classmates, which adds excitement when doing an activity. As mentioned by Teacher 9, *"...upang hindi maging boring ang Araling Panlipunan sa mga mag-aaral ay gumagamit ako ng... pangkatang gawain, at think-pair-share..."* Teacher 3 also stated that, *"Sila ay maga tiktok, may kaugnayan sa lesson nila. May open forum sila, yun ay dun sa groupings. A-group natin sila sa iba iba nilang hilig. Kung sino ang magaling tumula dyan, matula po kami. Kami po ay masayaw, maga tiktok po kami, kami po ay maga-vlog."*

### 4.3.4. Experiential Learning Activities

Experiential learning activities, within the context of this research, involve a set of educational activities that require students to either perform competitive & entertaining game-based classroom exercises and real-world application tasks outside the four walls of the classroom. This includes game shows (gamification), community immersion, field observation, self-discovery activities, and the conduct of surveys/interviews in their immediate family. Through this type of activity, Araling Panlipunan teachers can easily catch students' attention and active participation as learners are provided with fun and exciting activities to best learn the lessons, self-discovery activities which allows them to form understanding from their immediate surroundings, as well as activities that would make them learn from their immediate family and build connection to their immediate communities through service or community engagement and conducting series of interviews. As mentioned by Teacher 4, *"...game-based strategy, tulad ng COD, ML, minsan physical game na kinakailangan gumalaw yung mga students."* Teacher 10 stated that, *"Pwede ninyo magpa-interview ka sa family, yung sa income... tapos yung budget nila sa family."* The same teacher also made a statement that, *"Nagpapagawa din ako minsan ng parang styled term paper...kung saan may 3 questions silang bubuin, tapos yun ang sasagutan nila through interviewing yung resident within their community or barangay."* According to Teacher 2, *"Mas maganda talaga na may community immersion. Like carbon printing, magserbisyo ka manlang sa community ganun."*

## CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

With all the results and discussions accumulated, the researchers have come to the conclusion that students' boredom with Araling Panlipunan isn't solely due to the subject itself. What really happens is that there are only contributing factors that lead students to be tedious or bored in learning Araling Panlipunan. Based on the results and findings, the boredom of students in Araling Panlipunan is attributed to various factors. The primary factor that contributes to students' boredom while taking Araling Panlipunan is the teacher and their pedagogy. A teacher-centered class discourages students from participating in discussions, feeding their boredom, thereby feeding their negative perception toward Araling Panlipunan. Nonetheless, the research also concludes that teachers have also a huge factor in making Araling Panlipunan fun and interactive for students in order for them to realize its essence as a subject.

On the part of the teachers, the researchers conclude that the reactions of the teachers are both positive and negative. Some teachers reacted negatively in a way that, despite their dedication and perseverance in teaching Araling Panlipunan, the connotation of being a boring subject still exists. However, the majority of them responded that they look at it from a positive perspective. They mainly focused on its brighter side, which then led to positive influences on teachers' instructions in Araling Panlipunan, driving them to work hard and innovate their teaching pedagogies to address the students' tedium through an active learning process that catches students' interests and active engagement in Araling Panlipunan subjects.

Meanwhile, the pedagogical innovations of teachers are deeply influenced by teachers' reactions upon determining the factors behind students' boredom in Araling Panlipunan, leading to the sense of need for innovation.

### RECOMMENDATIONS

The study elaborates the meanings, interpretations, and ideas about the reasons behind the boredom, teachers' reaction formation, and their pedagogical innovations in Araling Panlipunan instruction. The following recommendations, if implemented, will enhance and add more information about the topic. These recommendations are not listed in any order of priority.

To Araling Panlipunan teachers, they may further explore innovative pedagogical strategies, such as incorporating interactive and technology-based activities to enhance engagement. Additionally, teachers may create a more dynamic and stimulating learning environment that fosters student interest and participation.

To the Department of Education, they may prioritize professional development programs (e.g., seminars, training, workshops, conferences, colloquia) that will reinforce the teachers' knowledge in implementing research-based, innovative pedagogies. Crafting of an indigenous/ localized toolkit based on research may pursue sustainability of the implementation of the teaching innovations.

To the secondary school administrators, they may develop and implement a school-based recognition program for the innovative teachers to encourage the pursuit of a progressive and pragmatic manner of teaching high school learners.

To future researchers, they may study different ways to teach Araling Panlipunan to see which methods help students learn and stay interested best, and find out the perception of students about the usability and applicability of these methods in different schools.

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