

CHALLENGES ENCOUNTERED BY SOCIAL STUDIES TEACHERS IN TEACHING ARALING PANLIPUNAN JAGNA DISTRICT, DIVISION OF BOHOL

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ABSTRACT

This study intends to qualitatively assess the challenges encountered by social studies Teachers in teaching Araling Panlipunan in DepEd Jagna District, Division of Bohol. The researcher employed a qualitative phenomenological research method, involving interviews with teachers to gather comprehensive, factual accounts of their lived experiences. A total of 12 teachers were purposively included and interviewed. Thematic Analysis was used to identify and interpret the data gathered from semi-structured interviews. The findings indicate that teachers encountered numerous challenges, particularly the need for instructional materials such as books and modules in their schools and limited access to technology. Based on the findings, the study recommends developing an action plan to address these challenges and improve the quality of teaching in Araling Panlipunan. The action plan could include providing more instructional materials and training for teachers on effectively using technology in the classroom. Moreover, it should also focus on promoting critical thinking skills among students to help them discern fake news and historical revisionism on online platforms. This study provides valuable insights for education policymakers and practitioners in developing strategies and interventions to address the challenges faced by social studies teachers in teaching Araling Panlipunan in the Jagna District and to improve the quality of teaching in the subject.

Keywords: *Challenges, Teaching, Social Studies, Action Plan, DepEd*

INTRODUCTION

Social Studies, or Araling Panlipunan (AP), is one of the academic areas in the Enhanced Basic Education Curriculum (EBEC) that studies men, their communities, and society, and how they lived in the past and present. Araling Panlipunan aims to hone and produce citizens who are critical and analytical, contemplative, responsible, productive, nature-friendly, nationalistic, and humanitarian, with national and global perspectives and an appreciation of societal issues in the past, present, and future.

Quality education is a primary priority for every country. This is essential for the country's economic and national development. Teachers' role is crucial in nation-building as they shape student learning. Thus, teachers' instructional tasks must enable learners to achieve educational goals.

National agencies often undertake educational reforms to update and adapt to the global world's various social, cultural, political, and technological contexts. The Philippines is not an exception to educational reforms; in 2002, the national government, through the Department of Education (DepEd), undertook a grand reform effort to change the curriculum. This reform effort resulted in the 2002 Basic Education Curriculum (BEC) and was implemented through DepEd Order No. 25 during the school year 2002–2003 (which starts in June).

The reform's rationale was to raise the quality of Filipino graduates by empowering them to become lifelong learners, a goal that can only be achieved through functional literacy. However, according to Ayeni (2010), the BEC was used only from 2002 to 2012 and was replaced by the K–12 Basic Education Curriculum beginning in 2012–2013. Teachers are expected to provide essential inputs, such as excellent planning and effective lesson delivery, proper monitoring and evaluation of pupils' performance, improvisation with instructional materials, and appropriate ways to enhance learning outcomes in schools. Social studies is a broad educational subject that draws materials from various social sciences and humanities. It does not combine social science subjects in an unrelated manner. Instead, it integrates them to help learners understand the relationship between humans and the society/environment in which they live.

The primary goal of Social studies is to develop competencies related to healthy social living. It focuses on the practical aspects of society. Social studies was built upon the foundations of history in its early stages.

Statement of the Problem

The study explored the challenges encountered by social studies teachers in teaching Araling Panlipunan, Jagna District, Division of Bohol.

1. What challenges do the teacher-participants encounter in teaching Araling Panlipunan?
2. How do the research participants' challenges affect the teaching process?
3. What action plan can be proposed based on the findings of the study?

Review of Related Literatures

The words history and story both derive from the Latin word “*historia*,” meaning a narrative or account of past events. History is itself a collection of thousands of stories about the past, told by many different people. Through history education, students can see how they, their families, their ethnic groups, and their communities fit into depictions of their country's history. Teaching should encourage students to explore the varied experiences of different groups affected by the violence. In this conception, students focus on the everyday experience of historical actors and the choices individuals can and must make to affect historical outcomes. History provides context for their lives and existence. It helps them understand the way things are and how they might approach the future. History teaches them what it means to be human, highlighting the great achievements and disastrous errors of the human race. History also teaches them through example, offering hints about how they can better organize and manage societies for the benefit of all. History is the knowledge of and study of the past. It is the story of the past and a form of collective memory.

It has never been more important to ensure that today's children have the literacy skills they need to succeed and thrive in the digital age. Fake news has become more ubiquitous in recent years, and there's growing evidence that youth struggle to distinguish authentic online news reporting from fiction. Social media allows information to be easily shared and can promote half-truths and rumors, particularly when many people obtain their news from such outlets (Talwar, Dhi, Kaur, Zafar & Al-Rasheedy, 2019; Mitchell, Jurkowitz, Oliphant & Shearer, 2020). Ascoott (2020) asserts that the persistent menace of fake news on the Internet requires real solutions, as web-based news and social media have grown in popularity over the past few years, a consequence of which has been the emergence of a whole new genre of information: fake news. Rumors and fake news are loosely linked terms often used interchangeably; they

refer to deliberately false facts, whereas rumors are unverified, questionable information distributed without intent to deceive.

The motives of those spreading fake news on social media platforms can be difficult to deduce; consequently, any false or misleading content is commonly branded as fake (Sharma, Singh & Chandwani, 2020). Several researchers (Celliers & Hattingh, 2020) have identified the following reasons for the spread of fake news: decreased cognitive abilities among individuals and the poor quality of media content, which makes it more popular.

Making the next generation aware of how to interact with different forms of media is crucial because they will convey the news and information they encounter, and are often responsible for producing it. According to reports, almost 300 million new social media users are added each year, which equates to 550 new users per minute (Schultz, 2019).

The generation that was born and raised in the digital age is authentically empowered with digital competence to reformulate knowledge and produce information in order to express themselves creatively and appropriately in a digital environment (Drewish, Al-Dousari & Al-Habel, 2019). Young people use social media platforms in large numbers to stay updated on what is happening, post content, and engage with others, increasing their vulnerability to fake media posts. Manfra and Holmes (2019) argue that young people are becoming "technology addicts" as they spend over 10 or 11 hours a day in front of screens "passively consuming media content." They are also unable to "evaluate, critically think, and solve problems." Revisionism or historical revisionism, to be precise.

There is a dominant perception that any attempt to look at historical events through a different, fresher lens is essentially anathema not only to discursive purity but also to academic integrity. Historical revisionism is an academic crime that no scholar of worth should ever venture into. A wave of misleading history has become epidemic in both autocracies and democracies, distorting history and presenting it as truth, and undermining critical analysis by propagating false ideas, beliefs, and historical data to advance the revisionist agenda. It has been notably effective and contagious.

Disinformation, in the form of 'fake news', has attracted public attention to the dual needs for fact-checking and media literacy (Frau-Meigs, 2019). A number of fact-checking initiatives and tools have emerged in response from the media professionals. Such tools are mostly geared towards journalists, not towards teachers, students, or citizens at large. It reveals additional gaps: the focus is mostly on text-based 'fake news', much less on visual 'fake news', though these are among the most prominent on social media; building resilience implies navigating online information in new ways, as professionals do when fact-checking.

Scholars note that digital media may both support and pose serious threats to democracy across different countries (Lorenz-Spreen et al., 2021). The importance of learning how to think and act in a world of disinformation is underscored (Kozyreva et al., 2020). Education is described as key, as automated fact-checking has important limitations, not least in debunking visual images and deepfakes (García Lozano et al., 2020; Neekhara et al., 2020). Disinformation, defined as inaccurate, manipulative, or falsified information that is deliberately designed to mislead people, is hard to detect. So is its amplification that can be powered by all sorts of stakeholders, young people included, and arguably explains the perceived novelty and virality

of the ‘fake news’ phenomenon. Not least since disinformation is often a mix of credible, biased, and false information, or a selection of facts presented to support a false narrative.

Education is necessary to address this complex issue, but it is not a quick fix (Nygren, 2019), and implementing digital tools to support citizens may pose special challenges. Introducing a professional fact-checking tool in education may have little impact if it is not understood or perceived as useful by teachers and students. Therefore, it is central to better understand how teachers view the problems of disinformation and how a digital tool designed to fact-check multimodal information may be helpful in education.

Fake news has undermined credibility. This period of disinformation has seen the rise of user-generated content, some of which severely lacks the necessary data to back up its claims, while other content uses data but draws the wrong conclusions.

In a democratic society, teachers should embrace the complexity. Imagine a social studies lesson where students examine a local story, such as a crime or a protest, using different media. They read print media clips and tweets, follow hashtags, and watch video accounts of the event. After they have consumed all these different interpretations, the class discusses multiple perspectives and narratives, and who to believe and why. They talk about how to differentiate opinion from fact, and about which voices are telling the story and which ones are left out. The class gains a deeper understanding of issues from multiple narratives. These activities build critical-thinking skills that will serve students for the rest of their lives.

While history is often portrayed as concrete and objective, that isn’t always the case. The definition of revisionism is both positive and negative, positive when it brings light to new or historically valid information that enlightens readers about hitherto unknown historical realities, and negative when historical interpretation is changed by selectively using historical evidence that supports a particular set of political or cultural ideals to misuse history to support a particular political or cultural ideal. Historical revisionism is often a fairly uncontroversial process of rewriting history books as new information about the event comes to light.

The discovery of new evidence or a reinterpretation of motives and decisions may require rewriting the history books. Aside from fabricating information and manipulating sources, a problem with revisionism is that it is impossible to objectively claim to know the motivations of historical figures that led to their decisions. When discussing intentions and beliefs, it is important to see revisionism as a means of introducing new perspectives rather than as a quest for objective truth. It is important to discuss accuracy in textbooks because in the Philippines, most Araling Panlipunan (AP) teachers are not history majors and thus rely heavily on textbooks.

This poses a challenge for the sector, since prior to the Philippine educational reforms enacted in 2013, most AP subjects at the high school level dealt with history: 3 out of 4 subjects, the only exception being economics. It is hoped – and expected – that schools and teachers would invest in faculty development to address this issue. But the reality is that there is very little incentive for most AP teachers to invest in content specialization after already investing in becoming accredited teachers. Given this reality, it is of the utmost importance that quality textbooks are used in classrooms.

Pedagogic Challenges are the challenges that teachers face in the classroom when addressing controversial historical subjects, and what are some of the different approaches they use, and how can teachers be trained or prepared to address these subjects, and how can they be supported and protected in environments where disagreements over history might give rise to disagreements.

The revision of history textbook content is inextricably linked to larger political debates about which narratives of history are true. Secondary-school history textbooks rarely, if ever, play a pioneering role in tackling highly sensitive issues or changing historical narratives that are not widely accepted in society.

A study spearheaded by the Far Eastern University Public Policy Center in January 2022 found that discussions of Martial Law in selected AP textbooks were fairly limited, despite the topic's significance. This was also true in the classroom, since Philippine history is usually discussed chronologically, topics like Martial Law and the People Power Revolution tend to come at the end of the curriculum. Given the number of topics AP teachers must cover in one school year, following Martial Law is often not discussed with the length and depth it deserves. Historical Revisionism a Threat to Cultural, Historical, and Political Maturity of Philippine Society since history helps them to examine and comprehend how individuals and communities functioned in the past, History is a specific subject as it provides the answers to critically understand the present by teaching that any feature of the past must be interpreted in its historical context and by raising awareness that historical interpretation is a matter of debate. In addition, it includes how history aids in understanding change. It keeps track of triumphs and mistakes and helps people comprehend them. If an article is being shared on Facebook or Twitter, you can immediately see the publication where the article originated. Browse the publication's site to view past articles on the same or similar topics. Red flags are raised if the articles share a certain political viewpoint, if they are riddled with typos or grammatical errors, or if they are all written by the same author. According to Al Zou'bi (2022), who is technically proficient with smartphones and the Internet, they lack the MIL skills needed to assess the credibility of news media. Such studies, therefore, constituted an important resource for the literature review and data collection. However, this represents only the first stage in developing a more comprehensive grasp of MIL across different fields. As far as the researcher is aware, this is the first study conducted in an Arab country to assess the effect of MIL in determining whether and how students acquire the skills needed to detect false news items. This is because news and information are now integrated into their everyday lives, and they cannot help but be constantly exposed to them. They are now exposed to opposing viewpoints on the news- they are not just being presented with the facts, but also with opinion and bias that are rife in the news that they are now consuming information from.

A study by Abbasi and Huang (2020) on young people's perceptions of fake news on social media in Pakistan indicated that they were poor at identifying it, primarily because they did not seek to establish its source. This suggests they cannot deal with fake news. Moreover, young people stated that their main source of information was the Internet and social media. The results also suggested that media literacy education in Pakistan has not adequately addressed the consumption of news on social media.

Stewart (2019) formed two focus groups to derive insights into how 18-24-year-old college students made assessments regarding which news they should trust on social media. The findings indicated that these students dismissed news stories on Instagram and Snapchat to a

greater extent than stories on Twitter and Facebook. Irrespective of the platform, the students stated that it was important to verify news presented on social media by referring to alternative sources they deemed more trustworthy. This has become a vital component of the process of verifying information and identifying false news. The extent to which young people perceived the news as trustworthy was also dependent on the social media platform on which it was found and how convenient it was to source the news.

Another study by McDougall (2019) further endorsed the need for young people to receive media literacy education (Al Zou'bi | Journal of Media Literacy Education, 14(2), 58-71, 2022, 62) to enhance their ability to engage critically with online news. This project elicited input from US and UK researchers, leaders, and a multitude of important stakeholders, including information experts, journalists, librarians, students, and teachers. Collectively, they concluded that critical media literacy should be dynamically taught and made compulsory in schools. This would build within young people a degree of “information disorder” resilience, rather than merely reactive resources (e.g., verification tools). They also recommended engaging young people in small-scale projects to develop relevant competencies.

In 2019, Valentina Uitto's social studies class, a group of 10th-graders, was locked in debate over the key issues in next week's EU elections. Brexit, immigration, security, and the economy were mentioned with a flurry of raised hands before the students were asked to choose a theme to analyze. They've gathered what they think they know about the EU election to see if they can sort fact from fiction. The students broke off into groups, grabbing laptops and cell phones to investigate their chosen topics. The idea is to inspire them to become digital detectives, like a rebooted version of Sherlock Holmes for the post-Millennial generation.

The exercises include examining claims in YouTube videos and social media posts, comparing media bias across a range of “clickbait” articles, probing how misinformation preys on readers' emotions, and even having students try their hand at writing fake news stories themselves. In a 2019 review entitled “The Dilemma of Philippine History Textbooks,” which is part of FPPC's “History Project,” which aims to assess and improve the content and teaching of history in the Philippines, the review finds that the textbooks do not present a comprehensive picture of Philippine history, particularly that of the Marcos presidency. Furthermore, due to historical revisionism, a perceived lack of knowledge of Philippine history among young Filipinos, and other factors, they pose a threat to Far Eastern University and some private higher education institutions, such as Adamson University, Baliuag University, Centro Escolar University, Technological Institute of the Philippines, and University of the Philippines. The initiative was later divided into three parts: a review of Araling Panlipunan's pedagogy, a review of the textbooks used, and the creation of an assessment tool to track the desired student outcomes in the teaching and learning of history. The FPPC then hired one of its trustees, UP Professor Emeritus Dr. Maris Diokno, to lead the initiative. Dr. Diokno explained that controversy over history textbooks is a global issue that plagues many nations.

The study revealed that the textbooks contain many factual inaccuracies, including untested statements presented as facts. She emphasized the necessity for a more thorough examination of textbooks, particularly for many, textbook writers are invisible, perpetuating the idea that social studies textbooks are free of perspective, interpretation, and prejudice because they appear authorless. The authors concluded that online media has helped diversify how knowledge is disseminated, raising an urgent need for methods to increase information literacy and enable people to evaluate the authenticity of online information.

The study of Collado, K. K. (2026) explored the strategies and practices in teaching Mandarin as a foreign language in the Philippines, offering insights into pedagogical adjustments, resource limitations, and learner diversity. Using a structured analysis, the study highlighted that teachers often face difficulties in adapting instructional strategies to meet students' varying proficiency levels, as well as constraints in instructional materials and training opportunities. These findings are relevant to the present phenomenological study as they underscore the complexity of teaching subject matter that requires contextualization and adaptability—similar to the challenges faced by Araling Panlipunan teachers who must contextualize historical, cultural, and socio-political content for diverse learners. Collado's work emphasizes the need for continuous professional development and tailored training programs, which may also be essential in addressing the instructional challenges in Social Studies education.

Similarly, Cabato, J. (2026) conducted a study examining the lived experiences of Filipino childcare educators in Australia, focusing on their professional struggles, cultural adjustments, and coping mechanisms. Through a qualitative lens, the research revealed that educators often encounter challenges related to cultural differences, communication barriers, and institutional expectations, which impact their teaching effectiveness and professional identity. The phenomenological nature of Cabato's study aligns closely with the current research, as both aim to capture the essence of teachers' lived experiences in their respective contexts. The findings highlight the importance of support systems, reflective practices, and capacity-building initiatives in enhancing educators' resilience and effectiveness. In relation to the present study, these insights suggest that Social Studies teachers in Jagna District may similarly benefit from institutional support and targeted interventions to address the multifaceted challenges they face in delivering Araling Panlipunan instruction.

Theoretical Framework

The researcher has presented and discussed several underlying principles and theoretical frameworks that support this research. The discussion includes theories, legal bases, related literature, and studies. This study is anchored in various theories; one is the "Critical theory," which is to understand the nature and effects of teaching and learning as directly related to and embedded in the challenges faced by educational institutions. Critical educators advocate for dialectical theories since they recognize society's problems as more than isolated incidents of individual deficiencies within a social structure. The dialectical nature of critical theory enables the researcher to view the school as a socialization agent of instruction (McLaren et al., 1995). "Rethinking media literacy: a critical pedagogy of representation." The dialectical nature of schooling further confirms the dominant view of mainstream academic theory, which conceives schooling as providing students with the skills and attitudes necessary for developing a certain kind of ideal citizenry in society.

The researcher employed a critical lens to interrogate the schools' perceptions of the challenges faced in teaching social studies and to show how mainstream academic knowledge continues to underprivilege other forms of knowledge. Mainstream academic knowledge continues to dichotomize knowledge, seeing other subjects, such as Mathematics, English, and Science, as superior to others, such as Social Studies.

Using this theory can sharpen the planning and implementation of an initiative. Through the implementation of this approach, the likelihood of stakeholders having precisely delineated the intended outcomes of the initiative, the requisite actions to be undertaken for achieving these

outcomes, and the contextual factors likely to influence them are significantly heightened. These are the building blocks of any good evaluation.

Another related theory is Constructivism, an approach to teaching and learning that prioritizes the learner as an agent of knowledge acquisition and understanding. Fosnot (2013) and Colgan and Maxwell (2019) summarized Constructivism as an approach that holds that knowledge involves meaning-making within the cultural and societal discussions inherent within the human environment.

The learner is prioritized in the constructivist method of teaching and learning because they are the ones who acquire and understand knowledge.

Humans should engage in debate and discussion within society and groups because, according to Whalen (2019), they are the agents in this process of meaning-making. Castillo and Paper (2008) advocated a shift away from the traditional focus on individual students as the primary recipients of attention in the classroom.

The researcher connects with Glaser's (2001) theoretical framework, known as The Grounded Theory Perspective. This approach aligns well with the field of education, as it acknowledges the importance of understanding human behavior through a continuous process of exploration and careful examination. Teachers can adopt a grounded theory mindset to uncover valuable insights directly in the classroom.

As an educator, it is of utmost importance to possess a profound understanding of learners' behaviors, motivations, and learning styles to create an intellectually stimulating and captivating educational environment. Teaching is not solely about imparting knowledge but also about understanding and responding to individual learners' diverse needs and characteristics. Using Grounded Theory, teachers can comprehensively understand the challenges of teaching and develop evidence-based strategies to address them. This approach ensures that interventions are tailored to the specific needs of teachers and students, leading to more effective teaching practices and improved educational outcomes.

Legal Basis

Teaching plays a crucial role in achieving the United Nations Sustainable Development Goal 4: Education (UNSDGs) 2015, an essential component of the broader 2030 Agenda for Sustainable Development. This goal primarily focuses on promoting high-quality education, ensuring inclusive and equitable educational opportunities, and fostering lifelong learning for all individuals. One crucial target under UNSDG 4 is to increase the number of qualified teachers and to provide continuous professional development opportunities.

To ensure that teachers in the Philippines are well-equipped to meet the demands of the 21st century, the Republic of the Philippines enacted Republic Act No. 7784. This law strengthens teacher education nationwide by establishing Centers for Excellence in Teacher Education (CETEs) within higher education institutions. These CETEs serve as exemplary models of teacher education, facilitating the development of innovative programs, conducting research, and providing training and development opportunities for teachers. The law also establishes a Teacher Education Council responsible for formulating, implementing, and evaluating policies and standards for teacher education in the Philippines. The Council comprises representatives

from the government, higher education institutions, teacher organizations, and other stakeholders. Furthermore, the law mandates the creation of a national teacher education plan, the accreditation of teacher education programs, and the establishment of an incentive and reward system for outstanding teachers.

The Department of Education (DepEd) in the Philippines has issued several directives and policies for teaching social studies. Notably, DepEd Order No. 32, s. 2020, titled "Policy Guidelines on the Implementation of the K–12 Basic Education Program," integrates social studies alongside languages, mathematics, science, and other subjects as a core learning area. The fundamental objective of social studies is to equip learners with a holistic comprehension of various aspects, including Philippine society, culture, history, government, and global issues and advancements.

DepEd Order No. 20, s. 2013, known as the "Revised K to 12 Curriculum Guide for Grades 1 to 10," outlines specific learning competencies and content standards for social studies at different grade levels. For instance, in Grade 1, learners are introduced to fundamental concepts such as self and family. In contrast, in higher grades, they delve deeper into topics such as Philippine history, geography, and economics.

DepEd also issued DepEd Order No. 31, s. 2018, amending DepEd Order No. 13, s. 2017 (Revised Implementing Guidelines on the Allocation and Utilization of the Education Research Fund). This directive provides guidelines for researching various aspects of education, including social studies. These DepEd orders emphasize the significance of social studies as a critical learning area within the Philippine primary education curriculum. They guide educators on the required competencies, content, and instructional approaches for effectively teaching social studies to learners. It underscores the need for comprehensive learning experiences enriched by appropriate tactics and resources that cater to students' potential and instructional capacities. As social science instruction and learning demand a high level of critical thinking, they should be meticulously designed and delivered to achieve specific goals, including enhancing learners' performance.

Conceptual Framework

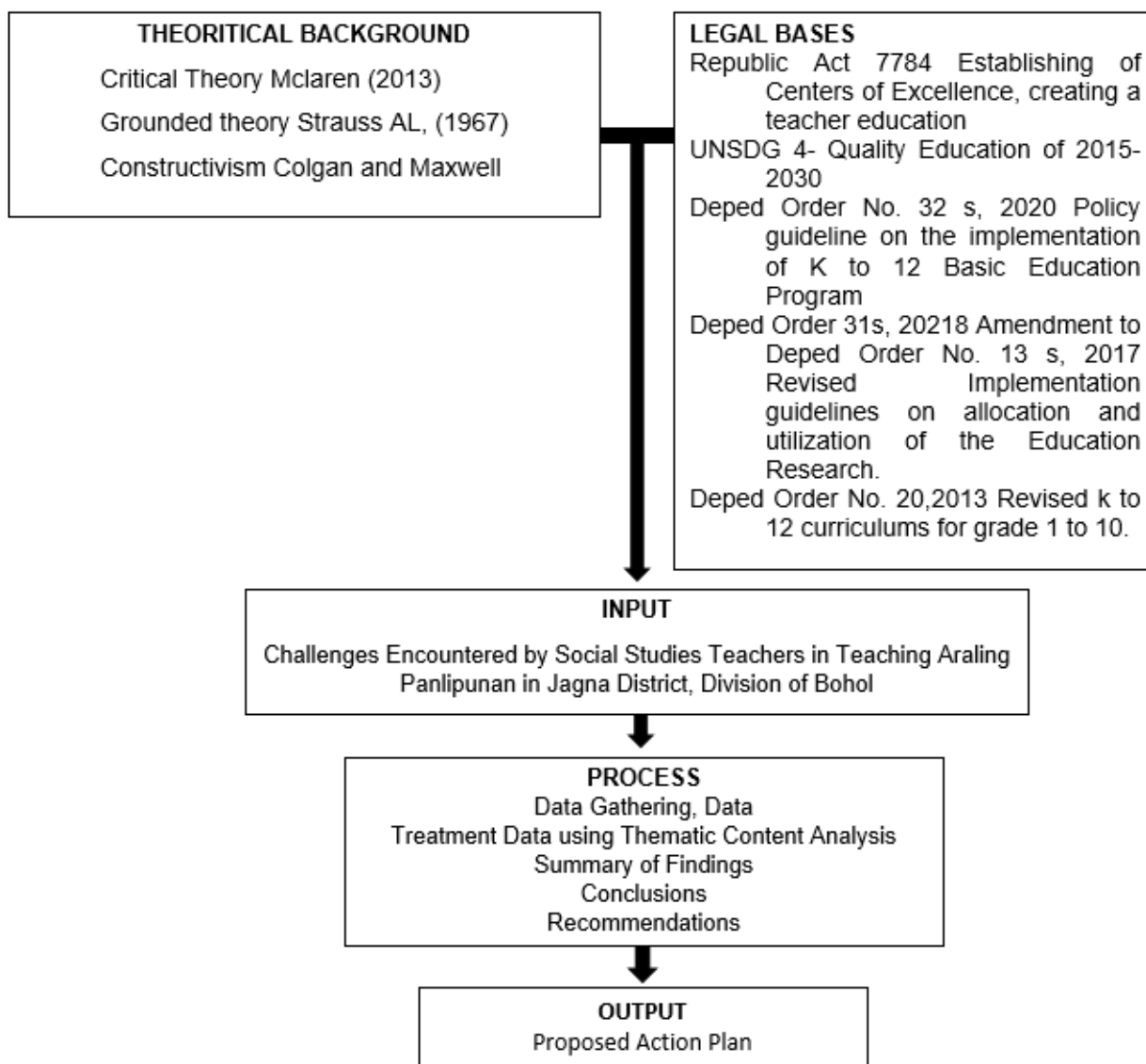


Figure 1. Research Flow

METHODOLOGY

This study used a qualitative phenomenological research methodology to examine the individual life experiences of Teachers regarding their challenges in teaching Araling Panlipunan. An in-depth phenomenological interview was used to gather data for this study. Rossman & Rallis (1998) describe the goal of phenomenological research as understanding the lived experiences of key informants.

The researcher selected a phenomenological methodology because, as Marshall and Rossman (1999) stated, the primary goal was to capture the full significance of the participants' experiences as they were shared in their own words. A phenomenological methodology was suited for this study because it permitted the researchers to understand the meaning of the participants' attributes to those actions- their thoughts, feelings, beliefs, values, and assumptive worlds. The researchers can fully comprehend the participants' life experiences through face-to-face interaction.

A total of 12 teachers were purposively included and interviewed. They were identified as the best representatives of the population. The sampling of data sources was based on the following inclusion criteria: The participant must be (a) currently teaching in a public or private school, particularly at the secondary level (grades 7–12), and he or she must be (b) at least teaching for two to three years in the same institution. Elementary teachers and Social Studies teachers with less than 2 years of experience were excluded from the study. Social Studies teachers with a specialization workload mismatch will also be excluded from the study as participants.

Before data collection, the researchers informed the key participants about the interview process and obtained informed consent. Following the clearance and permission from the identified authorities at the University, the Vice President for Academic Affairs (UB VP Acad) and the Dean of Graduate Studies. The researcher wrote a letter to the DepEd Schools Division Superintendent requesting permission to conduct the study. Upon approval, the researcher sent letters to the participating schools' principals.

The interviews were conducted for 30 to 60 minutes with each participant, and participants were informed that the interviews would be recorded for research purposes. Before the start of the interview, I explained that the purpose of the recording was to ensure an accurate record of the conversation and to assist in analyzing the data.

I clarified that their involvement in the interview was optional and assured them that it would not cause any harm. They had the freedom to decline or terminate the recording at any point. The researcher initiated the data analysis process by familiarizing themselves with the collected data.

Thematic analysis will be used to identify and interpret the data gathered from semi-structured interviews to explore the challenges encountered by Araling Panlipunan teachers. All interviews were recorded using digital recorders. After data collection, the researcher compiled the interview data into an electronic database. The database was password-protected and stored on a secure, encrypted server to ensure the confidentiality and privacy of the participants.

The researcher employed Moustakas' (1994) modification of the Stevick-Colaizzi-Keen analysis method to analyze the phenomenological information. Firstly, all statements were recorded on an audio device (a cellular phone) and transcribed verbatim, capturing the participants' experiences. In this process, known as horizontalization, each remark held equal significance.

Secondly, the researcher recorded nonoverlapping, nonrepetitive statements representing the experience's invariant horizons.

Thirdly, the invariant horizons were organized into themes.

Fourthly, individual textural descriptions of each participant's experience were constructed using invariant horizons and themes.

Fifthly, a structural description of each participant's experience was formulated based on the individual textural descriptions and imaginative variation.

A textural-structural description of the phenomenon was developed, incorporating the essences of each participant's experience, including invariant constituents and themes.

Finally, a consolidated description of the essence of the experience for all participants was created, drawing from the individual textural-structural descriptions. This description represents the core of the lived experience.

RESULTS AND DISCUSSION

After weeks of data collection and purposive sampling, the researcher interviewed 12 informants in the DepEd-Jagna district. Data gathering reached saturation, prompting the researcher to cease the procedure. Furthermore, the researcher secured audio recordings of the interviews and signed Informed Consent Forms from the informants, which signified their voluntary participation in the study. This chapter presents the study's analysis and findings in accordance with the flow of questions in the Statement of the Problem.

The teaching of Araling Panlipunan is a crucial aspect of the Philippine education system. However, many teachers face challenges when teaching this subject to their students. These difficulties can include inadequate resources and materials, a lack of training or professional development opportunities for educators, insufficient time allotted for instruction due to crowded curriculum schedules, student disinterest, and apathy towards the subject matter. The purpose of this problem statement is to highlight significant issues participants face when teaching Araling Panlipunan topics, identify potential solutions, and improve learning outcomes for teachers and students alike. The significant challenges raised by the participants are listed below, presented verbatim, grouped by the most common themes.

Challenges and Opportunities in Teaching Social Studies

Based on the interviews, most informants (11 out of 12) reported similar challenges related to the current teaching conditions in Araling Panlipunan. Specifically, the informants highlighted their difficulties in engaging learners, mainly due to the scarcity of reliable learning materials. Moreover, the rapid dissemination of fake news and distorted historical narratives online has emerged as an additional concern affecting the teaching of Araling Panlipunan.

"Teachers are facing a lot of challenges today, especially due to the lack of appropriate learning materials, and the spread of fake news and alterations in historical narratives because of the widespread use of the internet."

In addition, other participants in the study expressed difficulty convincing certain learners of the authenticity of historical narratives. These learners rely heavily on Facebook as a news source and tend to believe anything shared on the platform without critical evaluation. They often dismiss it when presented with accurate information, claiming they were not born during the period in question.

"As a teacher, it can be challenging to teach because there are numerous online resources that can confuse students easily. They tend to believe what they see on social media quickly, especially since most of them have cellphones and frequently use platforms like Facebook."

The study further illuminates the challenges confronted by Social Studies teachers due to the need for more instructional materials, which hamper the effectiveness of their

teaching. This underscores the importance of providing sufficient resources and support for Social Studies teachers to enhance their instructional practices and ultimately promote conflict resolution among students. This sentiment is echoed by Teacher A and Teacher C, as expressed in their statements.

“I used to notice that people before were interested in history and enjoyed listening to it, but I have observed that nowadays learners seem to be less interested, perhaps due to the easy access of information through the internet.”

To teach the subject effectively, it is imperative to consider the beneficiaries' interests and motivations as part of a comprehensive approach. This provision equips teachers, educators, researchers, and students with the resources needed to understand social phenomena, often requiring historical interpretations of sociological, political, economic, and cultural contexts.

In addition to addressing interests and motivations, developing critical thinking skills is paramount to learning Araling Panlipunan. These skills enable students to evaluate sources and determine the reliability of online information. Most informants (11 out of 12) emphasized the challenges they face in ensuring their students receive accurate and trustworthy information. Teaching history in the digital age can be particularly challenging due to the prevalence of revisionism and fake news. The abundance of misinformation necessitates more time-consuming efforts to locate reliable sources and materials for classroom use. Consequently, this can impact lesson planning and preparation time.

“Indeed, it can be time-consuming to verify the reliability of the information I have gathered because it becomes challenging when the learners themselves are the ones correcting me.”

Additionally, some informants (5 out of 12) acknowledged that easy access to online resources and the internet could benefit teachers by providing a wealth of historical materials to incorporate into their lessons. These resources may include primary sources, multimedia presentations, and interactive simulations, allowing teachers to make history more vibrant and engaging for their students. However, due to the abundance of misinformation, finding reliable sources and materials for classroom use can be time-consuming and effortful. This can affect lesson planning and preparation time.

“Yes, it does take a considerable amount of time to ensure the reliability of the information I have obtained, especially when the learners themselves are the ones pointing out corrections.”

These challenges arise from the occasional lack of adequate teacher training to develop the skills needed to implement effective teaching and learning strategies that promote learners' critical thinking and problem-solving.

Factors Affecting the Teaching of Araling Panlipunan

Based on the interviews, most participants (11 out of 12) acknowledged that various factors impact the teaching of Araling Panlipunan. These factors include resource access, teacher

training, student engagement, cultural influences, and government policies. The following are notable responses from Teachers E, F, and H, highlighting their perspectives on these factors.

“As a teacher, I encounter difficulties in crafting engaging and informative lessons because of the limited access to sufficient resources like textbooks, primary sources, and multimedia materials. In situations like this, I will rely on my own initiative, particularly in a public school where books are unavailable, and the internet or signal is unreliable.”

“Maintaining motivation can be a significant challenge in the teaching experience. Additionally, there may be distractions and obstacles that hinder learning. Perhaps, from what I have mentioned, the motivation is greatly affected. My goals never changed, but I think it will only be wishful thinking since motivation to teach and the time to analyze all the resources are becoming limited.”

Conversely, most participants (10 out of 12) identified the challenge of monitoring and controlling students' access to information sources as a hindrance to achieving the objectives.

Likewise, the study revealed that 60% of students had observed or been aware of instances in which their peers used electronic devices to cheat on exams during class. These concerns were echoed by Teacher J and Teacher L, who expressed apprehension about students' unrestricted access to information on their mobile phones. While mobile devices offer convenient access to information, ensuring effective monitoring and control over the sources students access can be challenging.

“I cope with the situation by engaging in communication with my fellow teachers. We share updates and exchange learning resources that we can use for teaching, especially considering the abundance of authors and materials available.”

“When providing an activity that aims to enhance their skills in identifying and analyzing sources of information, it is often observed that students tend to quickly search for information on the internet without verifying the sources.”

When utilizing online sources for teaching, it is crucial to exercise heightened mindfulness and caution. Providing accurate and reliable information that has been verified and validated is of utmost importance, particularly for intricate, controversial, or subject to diverse interpretations. From the interviews, most participants (9 out of 12) expressed that verifying the accuracy and reliability of information found on the internet can be challenging, despite its ease of accessibility. This underscores the significance of developing media literacy skills, including critical thinking and source evaluation, to effectively assess the credibility of online information. Teachers A and D emphasized the importance of these skills in their responses.

“It is true that easy access to information on the internet can be both advantageous and challenging. While it is convenient to quickly retrieve information, the information obtained may also be revised or altered. Therefore, it becomes crucial for us to be discerning and critically evaluate the information we find online.”

“I have successfully disciplined myself to stay focused on my goals. I have also explored alternative learning methods. Unfortunately, I have been victimized by fake news and even encountered instances of revisionism. It is important to note that books, too, can contain numerous inaccuracies in their information. Therefore, it is crucial to approach reading with a critical eye, carefully scrutinize the content, and ensure that the sources are reliable and well-regarded.”

“Even books, despite being valuable resources, are not infallible. Inaccuracies can still exist in the information they present, particularly on topics such as history, culture, and other subjects. That is why it is crucial to approach books with a critical mindset and thoroughly evaluate the information they provide. By carefully reading and scrutinizing books, we can strive to ensure that the knowledge we acquire is accurate and reliable.

In addition, a portion of the informants (4 out of 12) emphasized the need for heightened mindfulness and caution when using information from online sources for teaching, and ensuring the provision of accurate and reliable information that has undergone verification and validation is crucial, mainly when dealing with topics that are intricate, controversial, or open to diverse interpretations. These sentiments are echoed in Informant Teacher H's response.

“The internet is an enormous repository of information, but not all of it is reliable or accurate. Anyone can publish information online, regardless of whether it is true, and it is often difficult to verify the credibility of online sources.

“The internet is indeed a vast repository of information, but not all of it is true and accurate. Anyone can publish information online, even if it is not true, and verifying the credibility of online sources can be extremely challenging.”

This trend extends to students, who frequently favor online information over traditional teaching materials offered by educational institutions. However, students need help critically evaluating information obtained from the Internet and are susceptible to the influence of unreliable sources.

Pedagogical Approaches

Most informants (9 out of 12) from the interviews reported using various pedagogical approaches in the classroom. However, they still need some help and feel their efforts need improvement. It may be essential for them to continue exploring and experimenting with different approaches and to seek out additional resources and support to better equip their

students to navigate the complex and often confusing landscape of online information. This assertion was supported by the responses of informants Teacher G and Teacher B.

“I usually use Google and YouTube to read and watch videos to have a deep understanding of the lessons, and some references to help could help me understand even more.”

Indeed, it is crucial to have multiple references to effectively explain concepts to learners, as these topics can be sensitive. By using various sources, we can provide a well-rounded perspective and encourage critical thinking among students.

As stated in the UNESCO Education 2030 Framework for Action, educational institutions and programs should be adequately and fairly equipped with various resources, including books, learning materials, open educational resources, and technology.

Furthermore, several participants (6 out of 12) highlighted the advantage of being aware of and skilled in identifying fake news and revisionism. By possessing these abilities, individuals can effectively utilize their time and avoid being misled by false information. The ability to distinguish between factual and fictional content helps individuals avoid falling victim to fake news. They respectively stated:

“It has become much easier to monitor and determine which information sources should be used if you know how to identify them.”

“I need a media literacy seminar to improve my teaching of history, specifically in the areas of identifying and evaluating reliable sources of information. It can be challenging when there are limited workshops or training opportunities provided by the Department of Education (DepEd) on this topic.”

UNESCO is committed to promoting media and information literacy for all, empowering individuals with the skills to think critically and make informed choices in the digital age. The organization emphasizes strengthening the capabilities of policymakers, educators, media professionals, youth organizations, and marginalized communities in this field. By assisting Member States, UNESCO supports the development of national policies and strategies that prioritize media and information literacy.

Benefits and Limitations of Teaching

Based on the interviews, most participants (11 out of 112) highlighted the benefits of teaching social studies, including promoting civic education, cultural understanding, and critical thinking. However, they also acknowledged particular challenges associated with teaching social studies. These challenges include the subject matter's extensive and intricate nature, the risk of bias or misinformation, and the need to maintain student engagement and relevance. Informant Teachers L and K expressed similar sentiments regarding these aspects.

“Passion and enthusiasm for the subject matter are indeed crucial in inspiring students to develop their interest in the subject. As teachers, we can greatly impact students' motivation and engagement when we

demonstrate our own enthusiasm and dedication to teaching. Conversely, if we lack enthusiasm, students may also lose interest. Therefore, our passion for teaching plays a significant role in creating an inspiring and engaging learning environment.”

“Teaching is very important, and showing frustration or difficulty in teaching can discourage students and make it difficult for them to learn effectively.”

Teachers need to actively engage learners in a range of authentic activities to develop these skills. In their responses, informants K and J echoed this sentiment.

“Even though there is a lot of information that can be found on the internet, it is still not wrong to teach history. The internet can be used as a tool for teaching history and for obtaining relevant information from various sources. Like current events to gauge their interest and engagement in recent happenings.”

“In private schools, many learners are curious, especially when it comes to politics, and their parents often share the same interest. However, there is a tendency for discussing these topics thoroughly not to be pleasing to them, particularly during election seasons. It is important to approach such discussions with sensitivity, respect diverse perspectives, and create a balanced learning environment that encourages critical thinking while being mindful of the students' and parents' sensitivities.”

“it can be challenging to connect with topics related to politics, especially in public schools where there might be concerns about appearing biased. In such situations, it can be helpful to employ strategies that allow for a balanced and objective approach to teaching.”

The achievement of educational goals depends on several factors, including the quality of teachers, the content of instruction, the teaching methodology, the classroom management, and the teachers' assessment of students' academic progress. Of these factors, the quality of teaching is particularly crucial, as it directly impacts students' academic performance. Students and promotes academic achievement.

It revealed that among the challenges teachers faced was the accelerated pace of social and technological progress. Due to its multidisciplinary and interdisciplinary nature, Social Studies needed help defining exactly what it is. Some of the content does not fit the social studies purpose because the environment influences the content and methods of instruction. At the same time, the region was also cited for influencing the teaching methods. Due to different backgrounds, cultural differences posed a challenge to teaching Araling Panlipunan, especially in the 2nd century.

Based on the responses, it was noted that, generally, teachers were not efficient in how they handled social studies lessons because they needed a clear understanding of the purpose, aims, and goals of teaching social studies. This resulted in poor participation by the learners; hence, they felt that social studies could have been more exciting. Teachers need to take the

time to familiarize themselves with the objectives and outcomes of teaching social studies and to consider how best to engage learners in meaningful and relevant ways. This could involve using a range of teaching strategies and resources, such as multimedia materials, interactive activities, and real-world examples, to help learners connect with and understand the importance of social studies.

It is necessary to use more diverse teaching methods and techniques in courses to help students understand the subjects well. Students love and understand history when they are taught using engaging methods and techniques. Students believe that learning history will make positive contributions to their lives and enhance their school achievement.

SUMMARY

The primary purpose of this study is to qualitatively assess the challenges faced by Araling Panlipunan teachers in the DepEd Jagna District, Bohol Division. The study seeks to answer specific questions: What challenges do the participants encounter in teaching Araling Panlipunan? How do the research participants' challenges affect the teaching process? What action can be proposed based on the study's findings?

The researcher employed a qualitative research method called desk review design, which involved interviewing Araling Panlipunan teachers to gather comprehensive, factual accounts of their lived experiences. In the interview, the researcher employed semi-structured interview guide questions for each research informant and used purposive sampling to identify them. Furthermore, the study is conducted in the Municipality of Jagna, Bohol, where the DepEd District is located.

1. The findings indicate that Araling Panlipunan teachers face numerous challenges, particularly the need for instructional materials such as books and modules in their schools. Providing teachers with better resources, training, and sufficient time to enhance student learning in Araling Panlipunan, including conflict resolution, is crucial. Teachers are also concerned with students' critical skills in discerning accurate information from online sources. Today, in the 21st century, education is a human right (Lee, 2013). Education as inquiry, inquiry is one of the abilities on which promoters of 21st-century skills clamor. The 21st-century skills focus on three things: (1) critical thinking and problem solving; (2) communication and collaboration; and (3) leadership and management. The 21st century teaching skills are effectively integrated technologically; technological literacy is being processed and being enhanced through different activities given by teachers Voogt & Roblin, 2010; Ravitz, 2014; and Malik, 2018). This suggests that schools with inadequate instructional materials and insufficient teacher support may experience lower performance, while schools with ample resources and well-trained teachers are more likely to excel.

2. Teachers employ various pedagogical approaches to address these challenges but often find them inadequate due to the prevalence of complex and misleading information. The teaching strategies employed by high school teachers in the Philippines follow a routine that includes motivation and pre-assessment, addressing word difficulties, engaging in discussions, integrating values, applying the lesson, and assessing students through various outputs. The activities provided to students involve active learning approaches, such as hands-on activities, cooperative learning, technology use, and peer assessment. When it comes to teaching Social Studies, high school teachers generally adhere to a similar routine, but their focus is specifically on the subject matter of (Social Studies Ang et al., 2001). Additionally, social studies education

often receives only limited support as an integral part of the school curriculum, and schools often need essential teaching and learning materials. Despite recommended methods for teaching and learning social studies, some teachers still rely on ineffective approaches and fail to democratize these methods during lesson presentations.

3. Most Araling Panlipunan teachers in the Jagna District have attended only a limited number of training sessions and seminars related to teaching the subject. While these teachers acknowledge the benefits of teaching Araling Panlipunan in promoting civic education, cultural understanding, and critical-thinking skills, they also acknowledge certain limitations, including potential biases and misinformation. Furthermore, ensuring the subject remains engaging and relevant for all learners is challenging given the extensive and complex curriculum requirements across different educational programs today.

CONCLUSIONS

Based on the findings mentioned above, the following conclusions can be drawn:

1. Teaching Araling Panlipunan in the 21st century presents challenges related to technology, access to learning materials, and fake news and revisionism in online historical narratives. According to Critical theory, educators are encouraged to go beyond addressing individual deficiencies and explore how social structures contribute to these challenges. By adopting a dialectical approach, critical educators aim to uncover and challenge the underlying social, economic, and political factors that shape access to technology and learning materials, as well as the dissemination of fake news and revisionist narratives.
2. Through critical theory, educators can promote critical thinking skills, media literacy, and an understanding of power structures and social inequalities. By examining how historical narratives can be manipulated and distorted, students can develop a critical perspective and actively question dominant narratives. This perspective encourages students to engage in meaningful dialogue and take action to challenge oppressive structures and promote social justice. To effectively teach social studies, teachers require appropriate training and support to develop and implement tasks that align with students' needs and the subject's learning objectives. Pedagogical approaches such as critical thinking, media literacy, and fact-checking can be employed to address fake news and revisionism. In the context of teaching social studies, constructivism supports the idea that students should be actively involved in their learning, rather than being passive recipients of information. By employing pedagogical approaches such as critical thinking, media literacy, and fact-checking, teachers can foster students' knowledge construction and understanding. These approaches encourage students to analyze and evaluate information critically, question assumptions, and develop their own informed perspectives.
3. It is important to acknowledge both the benefits and limitations of teaching social studies, including promoting civic education, cultural understanding, and critical thinking skills, while also recognizing the challenges of covering a vast and complex subject matter and the potential for bias or misinformation. Teachers should consider classroom diversity and student motivation when designing and implementing effective teaching strategies. Sociocultural theory, developed by Lev Vygotsky, emphasizes the role of social interaction and cultural context in learning and development. It suggests that learning is a social process, and individuals acquire knowledge and skills through interactions with others and within the cultural and social environment in which they

are situated. In the context of teaching social studies, sociocultural theory supports the idea that learning is enhanced when students engage in social interactions with their peers and teachers, drawing upon their shared cultural backgrounds and experiences. By acknowledging the benefits and limitations of teaching social studies, teachers can create a classroom environment that values diversity and fosters cultural understanding.

4. Educators must be adaptable and continuously update their teaching methods to effectively engage and educate students in the ever-evolving landscape of education. They should also be mindful of the grounded theory and constant comparative technique used in this study's data analysis, as it can inform program interventions and guide the development of an action plan to address the challenges faced by social studies teachers in Jagna, Bohol. Reflective practice by John Dewey emphasizes the importance of educators engaging in continuous reflection on their teaching practices and making adjustments based on their observations and experiences. In the context of educators needing to be adaptable and continuously update their teaching methods, reflective practice supports the idea that teachers should critically examine their instructional strategies, assess their effectiveness, and make changes as needed.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed:

1. Dissemination of Findings: The research findings should be shared with the DepEd-Jagna district and the DepEd Division of Bohol to raise awareness of the challenges faced by social studies teachers and to promote dialogue on potential solutions.
2. Utilization of Results: Each school under the DepEd-Jagna District and DepEd Division of Bohol should utilize the results of this study to inform their teaching practices and address the identified challenges in teaching Araling Panlipunan.
3. Professional Development for Teachers: Teachers should be provided with regular and ongoing professional development opportunities to enhance their knowledge and skills in teaching social studies. This should include training in critical thinking, media literacy, and fact-checking to address fake news and revisionism in historical narratives.
4. Curriculum Development: The development of the Araling Panlipunan curriculum should involve the active participation of teachers to ensure its alignment with student needs and learning objectives. The curriculum should be designed to be relevant, engaging, and inclusive.
5. Provision of Learning Materials: Adequate and up-to-date learning materials, including textbooks, multimedia resources, and primary sources, should be provided to support the effective teaching of Araling Panlipunan. Efforts should be made to ensure the availability and accessibility of these materials in schools.
6. Integration of Technology: Teachers should be trained to effectively integrate technology into their teaching practices to enhance student engagement and learning. This can include online resources, digital tools, and virtual field trips.
7. Evaluation and Assessment: Evaluation and assessment strategies should be employed to monitor the effectiveness of the teaching and learning process. Teachers should receive training on various assessment tools and techniques to measure student learning outcomes and make informed adjustments to their teaching strategies.
8. Continuous Professional Development: Teachers should be encouraged to continue learning to stay updated with the latest research and best practices in teaching Araling Panlipunan. This can be facilitated through participation in workshops, conferences, and online courses.

By implementing these recommendations, it is expected that the teaching of Araling Panlipunan will be improved, leading to enhanced student engagement, critical thinking skills, and a better understanding of civic education and cultural understanding.

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