

Extent of Implementation and Issues Encountered By Araling Panlipunan Teachers in Student-Centered Learning Approach

JERALD CLARK C. MENDOZA

*A Thesis presented to the Faculty of Graduate School Of Pamantasan ng Cabuyao
Banay-banay, City of Cabuyao*

ABSTRACT: The main objective of this study was to assess the extent of implementation and the issues encountered by Araling Panlipunan teachers in a student-centered learning approach among the public junior high schools in District 2 of the Division of Cabuyao during the School Year 2023-2024. This assessment served as the basis for the development of a Teacher Development Program. The results revealed that the teachers highly implemented the student-centered learning approach in their Araling Panlipunan classes. The teachers prioritized fostering collaborative learning environments, utilizing peer teaching to deepen comprehension, scaffolding learning for gradual independence, integrating student feedback into lesson refinement, and promoting student autonomy in goal-setting and learning processes.

The study highlighted a commendable synergy among Araling Panlipunan teachers, fostering a culture of collaboration and knowledge-sharing. These educators exhibited a remarkable ability to sustain engagement and active participation among a large student body while still managing to allocate ample time for thorough lesson planning and preparation amidst their teaching responsibilities. Furthermore, they demonstrated a profound commitment to inclusivity, ensuring all students felt valued and represented in classroom activities. Leveraging multimedia tools such as video presentations enriched the learning experience by providing diverse sensory stimuli. Their implementation of differentiated activities catered to varied learning styles and abilities, facilitating a more comprehensive evaluation. Additionally, they adeptly coordinated and managed physical learning spaces, ensuring flexibility and adaptability to accommodate diverse instructional needs, ultimately fostering a conducive environment for holistic student-centered learning.

The implementation of a student-centered learning approach by Araling Panlipunan teachers was found to be unrelated to factors such as age, length of service, and highest educational attainment. Nonetheless, notable correlations were observed concerning gender, suggesting its influence on the approach's adoption. The challenges faced by Araling Panlipunan teachers appeared to be unrelated to factors such as age, gender, length of service, and highest educational attainment.

The successful implementation of a student-centered learning approach was significantly influenced by factors such as training and development, class size, time, student diversity, assessment of learning gains, and management of resources. However, there was no significant correlation between technology integration and the adoption of a student-centered learning approach. Based on the study's findings, several recommendations were proposed to enhance the implementation of student-centered learning in Araling Panlipunan classes. Firstly, it was advised to support teachers' professional development through graduate school enrollment and tailored mentorship programs. Secondly, there was a need to prioritize and refine student-centered learning strategies while providing ongoing support and resources for teachers. Thirdly, support for transitioning to student-centered approaches should address classroom management and technology access, promoting inclusivity and cross-cultural understanding. Gender-specific training and inclusive support programs should be implemented to ensure equitable opportunities for all teachers. Additionally, comprehensive training, effective class size management, and resource allocation were deemed crucial, with supplementary support for technology integration where feasible. Lastly, incorporating devised programs into professional development sessions would aid in monitoring and improving the implementation of student-centered learning.

KEYWORDS: Student-Centered Learning, Araling Panlipunan, Teacher Development Program, Collaboration, Inclusivity, Professional Development, Technology Integration

I. INTRODUCTION

The foundation of both the emerging world and technological achievements is education. The need for reform and the pursuit of high-quality education have long been neglected subjects in academic journals and research studies. The primary goal of the education industry is to generate better and more competitive human resources by making up for the increased demand for improvement. All facets of society are motivated to seek methods to enhance the techniques, tactics, and strategies employed in the teaching and learning process by the education system's life-changing objective. Different teaching and learning disciplines have served as the foundation for numerous classrooms, all of which have contributed to the society we currently live in.

Education is evolving to meet the changing demands of the world, with teachers taking on the responsibility of preparing students for future jobs. Despite limited research on recent educational approaches, teachers are incorporating innovative strategies, such as student-centered classrooms. Research suggests that student-centered learning positively impacts student growth, shifting the teacher's role from lecturer to facilitator. In these classrooms, students take greater responsibility for their learning, resulting in increased achievement. This approach contrasts with traditional teaching methods, emphasizing independent thinking and self-reliance, aiming to equip students for an ever-changing world (Abbas et al., 2019). This researcher is constantly looking for new interesting things to teach his students because he works as a social studies teacher. More peer cooperation, active learning, and the development of critical thinking skills are the types of teachings that this teacher is looking for in his students. Additionally, it is vitally important that this teacher equips his pupils with the necessary skills to make informed decisions when they enter public life. A center of inquiry, sophisticated discussion, and learning synthesis should be the social studies classroom. Participating actively, moving around the classroom, and once more working with peers should be the best ways to do this. This educator thinks that rather than sitting through long lectures and reading and writing assignments in a classroom, children learn best and flourish in this kind of setting. In order to implement this educational approach with his students in an effective manner, this educator therefore wishes to investigate student-centered learning methodologies.

It is anticipated that the twenty-first century will produce people with sophisticated cognitive abilities who can generate, challenge, and apply knowledge to solve issues. Raising this highly valued human profile has become one of every nation's educational goals. "How can we raise people who possess advanced thinking skills?" has spawned numerous innovative educational strategies. Including people in the learning process is one of the finest strategies to develop thinking abilities. In light of this, student-centered methods like learning by doing, active learning, and learning to learn influence modern educational practices (Aytac & Kula, 2020). The student-centered approach to teaching shifts the teacher's role from information delivery to creating supportive learning environments. It involves utilizing various instructional modes to engage students and prioritize their learning needs and styles. In student-centered classrooms, students collaborate on assignments and projects, requiring comprehensive preparation and effective classroom management. This approach fosters higher-order thinking skills and is correlated with enhanced cognitive abilities in learners (Coman et al., 2020).

The goal of student-centered learning as a teaching approach is to make links between what students are interested in learning and what they are learning in the classroom. Making the educational experience more meaningful for pupils is the ultimate goal. Framing classes around their interests is the greatest approach to achieve that since it will motivate students to participate more in the content and improve their learning. Giving students more responsibility for making decisions can take many forms. But in general, they'll all have comparable features, like more student-led learning, small groups, debates, and activities. Letting students choose the outcome of a project or assignment is an excellent illustration of a student-centered approach in the classroom. Rather than prescribing an end product for the students, the instructor sets guidelines and lets the students center their final project around their areas of interest. Although it may appear that student-centered learning puts the teacher out of the center of the classroom, the instructor's participation is crucial to the program's success. In order to facilitate learning at a speed that suits them, the method depends on students working toward their own autonomy. (Renton Prep, 2022).

The demands of each unique learner are the center of attention in the educational approach known as student-centered learning. With this kind of instruction, the student is at the center of the process and has a say in what they learn. A student-centered classroom functions better with the teacher acting as a facilitator than a lecturer. Students can take charge of their education and become more involved in their education in this setting. In student-centered learning, also known as inquiry-based learning, learner-centered instruction, or discovery learning, students actively participate in the educational process. They take ownership of their education, work together with their peers, and access information through technology.

The teacher's job in a student-centered classroom is to support learning, not to impart knowledge. This indicates that students are encouraged to think critically, solve issues, and make conclusions as well as actively participate in the learning process. (Lynch, 2022). According to Lathan (2019), the teacher continues to be the authority figure in the classroom even in student-centered learning. But while students take on a more active and collaborative role in their own learning, they serve more as a coach or facilitator. A shared emphasis between the students and the teacher is indicative of a student-centered learning environment. There may be some option in the subjects that students study. After demonstrating an idea or task, the teacher asks the class to respond with an explanation or demonstration. Throughout the lesson, the students engage with both their teacher and one another. Students are taught topics in language that they are familiar with and can use on a daily basis; new terminology may receive its own lesson. It depends on the task at hand whether students work in groups, in couples, or alone. While not constantly supervising, the instructor does offer comments or adjustments in response to queries. Students try to respond to one another's inquiries, with the teacher serving as a facilitator or source of information. Students and the teacher/instructor jointly assess their own learning. The classroom is energetic and bustling.

The need for adaptation in our public education system to align with economic and industrial changes is emphasized by Education Evolving. To truly reform the system and ensure success for every student, a shift from the existing adult-centered, hierarchical structure to a student-centered approach is proposed. This involves rethinking the education model to place students at the center, moving away from a preset information delivery system. The call is for a system that considers students' interests, challenges, cultural identities, learning styles, and life experiences. The aim is to create an inclusive system that not only provides equal opportunities for success but also accommodates individual requirements, encapsulated in the concept of student-centered learning (Cook, 2020).

In order to implement the K–12 Basic Education Program, DepEd must follow the guidelines set forth by Republic Act No. 10533:

- a. The curriculum must be inclusive, developmentally appropriate, learner-centered, and relevant. A learner-centered approach to education centers the teaching-learning process around the needs and interests of the students.
- b. The curriculum needs to be dynamic, current, and grounded in research. It is founded on reputable research, learning theories, learning dynamics studies, and learning principles.
- c. The curriculum must be sensitive to cultural differences, which means that teaching methods must honor students' cultural identities.

According to DepEd Order No. 42, s. 2017 entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). Teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation". Concerns about time to cover the curriculum, worries about students' performance on external exams, resistance to departing from traditional methods, peer pressure from other teachers, a lack of flexibility in the classroom, a tendency to teach as one is taught, and worries about classroom management are just a few of the challenges that teachers face when implementing student-centered pedagogies, according to Gouedard et al. (2020).

Some people find social studies lectures dull and uninteresting, with the teacher giving a lecture and the students taking notes. That need not be the case, for sure. The dull atmosphere of an educator-centered social studies classroom may be swiftly replaced with a student-centered one that becomes a hive of activity. Through student-driven inquiry and conversation, kids develop their critical thinking abilities and take ownership of their education, which in turn increases their intrinsic motivation to comprehend the world around them. There are several advantages for students when the atmosphere of a social studies classroom is changed from one that is passive to one that is lively and captivating. It is crucial that social studies teachers create a student-centered classroom that fosters critical thinking skills and present their craft to their students in this way. (Searles, 2022)

A study on the extent of implementation and issues encountered by Araling Panlipunan teachers in a student-centered learning approach was necessary for a variety of reasons. For instance, it served as a tool for improving educational practices by aligning teaching approaches with larger educational goals and contributing to overall improvements in teaching and learning experiences.

Furthermore, the study informed targeted professional development programs for teachers, improved resource allocation, and led policy development by providing evidence-based insights into the efficacy of student-centered learning in Araling Panlipunan classrooms. Additionally, the study filled a potential gap in the existing literature, adding vital data to the scholarly discourse about effective teaching approaches in the field. The study's goal was to maintain educational quality assurance and promote evidence-based decision-making at both the school and district levels by measuring the extent to which student-centered learning promoted student engagement and outcomes. Finally, this study had the potential to shape educational policy, develop teacher training programs, and promote a more effective and student-centered approach in Araling Panlipunan classrooms.

Theoretical Framework : John Dewey's concept of a student-centered curriculum, as introduced in "The Child and the Curriculum," revolves around arranging educational values and experiences relevant to daily activities. He advocates for a curriculum that integrates both content and instructional strategies, prioritizing the student's needs, interests, and aspirations. The focus is on aligning the learning of specific disciplines with practical applicability and satisfaction tied to intrinsic student needs (Shah and Kumar, 2020). In this approach, educators play a pivotal role in creating educational possibilities. To implement student-centered learning effectively, teachers must tap into each student's unique potential, fostering critical thinking, emphasizing understanding and application of knowledge, and encouraging active and exploratory learning. This method inspires research, promotes collaborative learning, and assumes responsibility for learning outcomes.

In a student-centered learning environment, teachers take on diverse roles such as collaborator, coach, teammate, consultant, instructor, trainer, facilitator, and guide. The teacher sees the student as a learning partner, setting up scenarios for students to find solutions rather than providing answers. Instead of criticism, teachers inspire motivation, spark curiosity, guide students toward knowledge, and empower them with the autonomy and fulfillment derived from self-discovery. This approach aims to develop independence in learning, instill lifelong learning skills, nurture creativity and teamwork, increase motivation, and stimulate intellectual curiosity. According to Jean Piaget's constructivist learning theory, students actively construct their own understanding based on their prior experiences. They integrate new information with what they already know, creating a personalized and unique world of knowledge. This perspective highlights the individualized nature of each student's learning experience (Saunders & Wong, 2020).

Educators can leverage constructivism by acknowledging that students bring their own backgrounds and experiences to the classroom every day. In a constructivist approach, teachers shift towards the role of a guide, helping students develop their knowledge and understanding. Teachers assist students in constructing their own worldview and cognitive processes based on their individual experiences. This approach is crucial for supporting a diverse range of students in incorporating their personal backgrounds into their educational journey. David Kolb's experiential learning theory states that learning is a continuous process that includes concrete experiences, reflective observation, abstract conceptualization, and active experimentation. According to the theory, learners should progress through these four stages in order to properly gain knowledge and abilities. Experiential learning is well-suited to the student-centered learning method, which holds that students develop their own understanding via personal experiences. The experiential learning paradigm focuses on hands-on experiences, reflection, and active involvement, creating a framework in which students actively participate in their learning process. This approach recognizes the uniqueness of students' experiences and encourages a dynamic learning environment that accommodates a variety of learning styles and preferences (Villaruel et al., 2020).

Conflict theory in education, based on a broader sociological perspective, contends that educational institutions are not neutral entities, but rather are influenced by and perpetuate societal inequities and power dynamics. Karl Marx was a significant proponent of conflict theory, arguing that education serves to sustain the present social order by allowing the dominant class to reproduce its privilege. In the context of student-centered learning, conflict theory implies that existing educational systems may perpetuate inequities by favoring certain groups over others. Student-centered learning aims to solve these difficulties by focusing on individual student needs, experiences, and various learning styles. It seeks to empower students and lessen the influence of social inequities on their academic performance. However, obstacles arise when adopting student-centered learning within the context of conflict theory. Teachers may encounter resistance from established educational systems, standardized testing, and curricular limits that may not match with the concepts of student-centered learning. Furthermore, discrepancies in resources and support can impede the effective implementation of this method, providing difficulties for instructors working to establish a more egalitarian educational environment.

Overcoming these challenges necessitates addressing systemic concerns and creating a supportive environment for the successful implementation of student-centered learning within the conflict theory framework (Prayogi, 2023). The paradigm that followed illustrated the conceptual frame of reference on which this study was based, drawing on the theory developed by the aforementioned authorities. It explained the extent of implementation and issues encountered by Araling Panlipunan teachers in a student-centered learning approach.

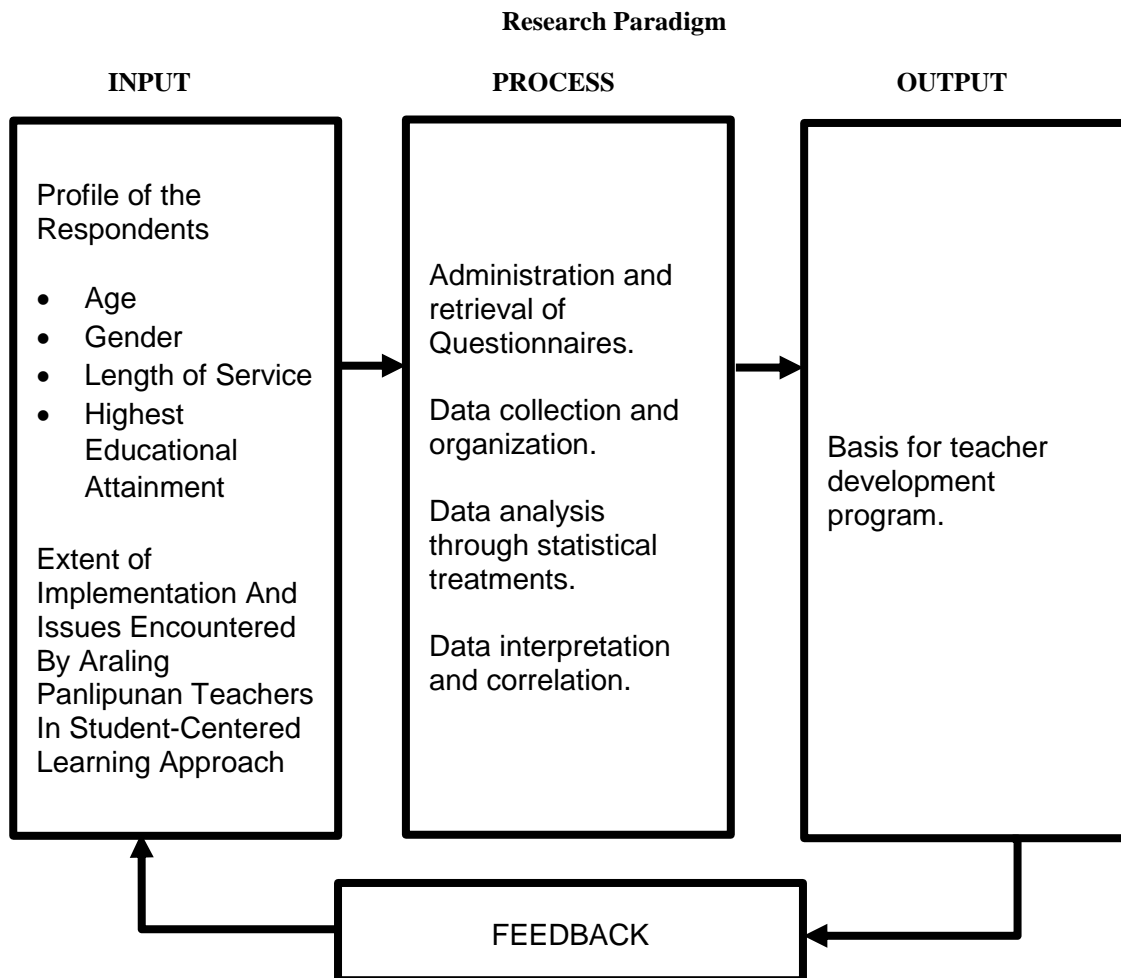


Figure 1. The Paradigm of the Study

Figure 1: The input contained profiles of the respondents in terms of their age, gender, length of service, and highest educational attainment. It also included the extent of implementation and issues encountered by Araling Panlipunan teachers in the student-centered learning approach. The process conducted involved the administration and retrieval of questionnaires, data collection and organization, data analysis through statistical treatments, and data interpretation and correlation. After the study was conducted, the researcher crafted a basis for a teacher development program.

Statement of the Problem:

The research study will provide new insights into

1. What is the profile of the respondents in terms of:

- ✚ Age;
- ✚ Gender;
- ✚ Length of Service; and
- ✚ Highest Educational Attainment?

2. To what extent is the implementation of student-centered learning approach of Araling Panlipunan teachers?

3. To what extent are the issues faced by Araling Panlipunan teachers in the implementation of student-centered

learning approach?

- ✦ Training and Development
- ✦ Class Sizes
- ✦ Time
- ✦ Student Diversity
- ✦ Technology Integration
- ✦ Assessment of Learning Gains
- ✦ Management of Resources

4. Is there a significant difference between the extent of implementation of the student-centered learning approach encountered by Araling Panlipunan teachers when they are grouped according to profile variables?
5. Is there a significant difference between the extent of issues encountered by Araling Panlipunan teachers when they are grouped according to profile variables?
6. Is there a significant relationship between the implementation extent and issues encountered by Araling Panlipunan teachers?
7. Based from the findings what teacher development program can be developed?

Hypotheses

The following hypotheses were tested in this study:

1. There is no significant difference between the extent of implementation of the student-centered learning approach encountered by Araling Panlipunan teachers when grouped according to profile variables.
2. There is no significant difference between the extent of issues encountered by Araling Panlipunan teachers when grouped according to profile variables.
3. There is no significant relationship between the implementation extent and issues encountered by Araling Panlipunan teachers.

Scope and Limitations : This research aimed to determine the extent of implementation and issues encountered by Araling Panlipunan teachers in the student-centered learning approach in District 2 Junior Public High Schools, including Gulod National High School, Marinig National High School, and Marinig National High School within the Division of Cabuyao. Additionally, the study sought to determine the significant difference between the extent of implementation of the student-centered learning approach encountered by Araling Panlipunan teachers when grouped according to profile variables, the significant difference between the extent of issues encountered by Araling Panlipunan teachers when grouped according to profile variables, and the significant relationship between the extent of implementation and issues encountered by Araling Panlipunan teachers. The study employed a quantitative descriptive-correlational approach. Data were collected through surveys regarding the extent of implementation and issues encountered by Araling Panlipunan teachers in the student-centered learning approach.

Significance of the Study

The researcher believed that this study would be beneficial to the following individuals:

School Head. The study can provide school heads with valuable insights into the effectiveness of the student-centered learning approach in *Araling Panlipunan* classrooms within their school. This information can guide them in making informed decisions about curriculum development, resource allocation, and professional development opportunities for teachers. By understanding the challenges faced by *Araling Panlipunan* teachers, school heads can allocate resources more effectively, investing in training and support programs tailored to address these specific challenges. This can result in improved teaching practices and overall academic performance.

Teachers. The study can offer *Araling Panlipunan* teachers a better understanding of the challenges they may encounter in implementing student-centered learning. Armed with this knowledge, teachers can seek professional development opportunities and strategies to enhance their teaching skills and overcome these challenges. Teachers can learn from the experiences and best practices of their colleagues who have faced similar challenges. This can foster a sense of community and collaborative problem-solving among educators.

Students. Students can benefit from the study's findings by potentially experiencing a more engaging and

effective learning environment. Student-centered learning is associated with increased engagement, critical thinking, and problem-solving skills, which can result in a more enriched learning experience.

Researcher Itself. The researcher conducting the study can gain valuable experience in designing and executing educational research, enhancing their research and data analysis skills, and contributing to the field of education. By conducting this study, the researcher can make a meaningful contribution to the field of education, furthering our understanding of the challenges and opportunities related to student-centered learning in the context of *Araling Panlipunan*.

Future Researchers. Future researchers can use the findings of this study as a foundation for their own work. They can deepen their understanding of the issues related to student-centered learning and *Araling Panlipunan* instruction or expand the research to explore other subjects and contexts. The study can inform future researchers interested in educational policy development, enabling them to create evidence-based recommendations and interventions for enhancing student-centered learning in the Philippines and beyond.

Definition of Terms

The following terms are operationally specified for clarity and consistency:

Extent of Implementation. It refers to the degree or level to which a particular strategy, program, or approach has been put into practice. It involves how extensively *Araling Panlipunan* teachers have implemented the student-centered learning approach, including the degree to which teachers have integrated student-centered methods into their teaching practices, the frequency of use, and the overall effectiveness of the implementation.

Learning Gains. The progress or improvement that students make in their academic performance over a specific period, often measured through assessments and tests.

Student Diversity. Student diversity acknowledges varying cognitive strengths, such as linguistic, logical-mathematical, and interpersonal intelligences. Learning paces differ; some students grasp concepts quickly (fast learners), while others may require more time (slow learners).

Student-centered learning approach. A teaching methodology that prioritizes the needs, interests, and learning styles of individual students, focusing on active engagement, critical thinking, and self-directed learning.

Technology Integration. The incorporation of technology, such as computers, tablets, software, and digital resources, into the teaching and learning process to enhance educational outcomes and facilitate more interactive and engaging learning experiences.

II. REVIEW OF RELATED LITERATURE

This chapter discussed and expanded upon previous research and literature relevant to the present study. It encompassed a range of sources including books, journals, magazines, and abstracts, both published and unpublished, to inform the objectives of the current study. By synthesizing existing knowledge, the researcher aimed to provide a comprehensive analysis of the research problem.

Student-centered learning approach : An essential component of a cooperative and collaborative learning environment is student-centered learning methods. All students benefit from this exercise, regardless of their learning preferences, styles, or any limitations that would limit their skills. Student-centered learning strategies help kids become ready for a wide range of distractions they may face as adults. Allowing students to get a better grasp of their learning styles and preferences will better prepare them to deal with distractions outside of the classroom. Establishing a climate and culture that supports student-centered learning methods helps establish the general direction of student performance and the transferability of their skills. Students must develop the kind of self-directed learning skills that will benefit them both inside and outside of the classroom. The educational system needs to change to accommodate the unique learning requirements of the kids of tomorrow. If kids learn best by doing rather than by being taught, then they should have access to stimulating learning opportunities that enable them to develop the problem-solving, critical thinking, and teamwork skills necessary for success outside of the classroom (Fisher, 2021). Student-centered learning models have been around for over a century. Studies have shown the benefits and drawbacks of adopting student-centered learning methodologies into educational settings. The majority of the learning environments who participated found it difficult to

integrate and implement anytime, anywhere learning. The student-centered learning technique seeks to center the learning process on students. Following that, children are able to keep an eye on their education, control their behavior, persist in the face of challenges, engage and work cooperatively with a range of peers, and solve difficult problems (Green & Harrington, 2020). Teachers in the twenty-first century must create active, collaborative learning environments that stimulate student participation and the development of critical thinking skills. To enhance every student's educational experience and equip them with the skill sets required for future employment. Project-based learning, individualized learning, and social-emotional learning all contribute to learner autonomy and independence. These strategies empower students to take ownership of their own learning. Allowing students to decide the curriculum, learning activities, and pace of their education, student-centered learning approaches applied into the classroom learning environment focus on providing the educational process more meaning for students (Padayichie, 2023).

In order to improve their academic performance, student-centered learning approaches enable students to take charge of their education and actively participate in the classroom. Comparing pupils in a classroom with merely a typical lecture method, those who actively participate in the learning process through student-centered learning activities have a greater conceptual comprehension and deliver larger learning gains. Learning can be viewed as a social activity, and students grow cognitively when they are allowed to engage with peers and adults. The needs, skills, interests, learning preferences, and learning styles of each individual student are the main focus of student-centered learning. Student-centered learning can be used as a framework to help all students advance academically and develop higher-order thinking skills that will help them retain information for longer (Al-Hattami & Jaiswal, 2020).

In addition to providing the scaffolding needed for pupils to make sense of the problem, the teacher facilitates learning. While opinions differ on the appropriate level of support for pupils, it is generally agreed that educators should facilitate their learning. Scaffolding has been described as continual diagnosis, fading, transfer of responsibility, and contingency or responsiveness in several studies. Scaffolding is suitable and only provides temporary assistance because the ultimate goal is for children to be able to work on the task independently. No matter what their level of understanding, scaffolding enables all students to actively participate in the task. It provides pupils with a means of interaction with the material so they can learn (Dominguez & Svihla, 2023).

In most schools nowadays, there are two main categories of learning environments. One is the conventional classroom, where the instructor is the universe's center. The alternative is a classroom environment that is student-centered and involves students in the learning process since they were involved in its design. Instead of being guided by their teachers, self-directed students are more likely to dive deeply into their studies, practice, teamwork, and pursuit of a common objective. The room is filled with their energy and activity. In contrast, the teacher serves as the focal point of all activity and knowledge in a traditional, teacher-centered classroom, assigning tasks that may or may not be meaningful to the students. For instance, because they have little interest in the subject matter and find it difficult to connect it to their own diverse and distinct experiences or interests, students in this approach are frequently bored, disengaged, uninterested, and unmotivated. The classroom of today is a microcosm of the wider world. Learning styles, cultures, languages, and socioeconomic backgrounds vary widely. Today's educators must possess empathy, understanding, and a teaching methodology that welcomes students from all backgrounds.

The traditional approach of a teacher-centered learning environment is becoming less and less effective as a model of inclusive education for all students. A one-size-fits-all approach to schooling is out of date. To engage all students more deeply and foster an innate love of learning that fosters creative inquiry and teamwork, educators are adopting strategies and settings. Beyond the conventional classroom paradigm, teachers can foster a learning environment that supports the inclusion of students of all backgrounds and skill levels and fosters motivation, creativity, and innovation. A new paradigm is beginning to take shape in which students are in charge of studying the content in a setting that is focused on them. Following a paradigm of greater learning and dedication to the subject matter, the learner is self-directed. Think of student-centered learning settings as dynamic workspaces where students are free to experiment and push themselves while collaborating with other students and the teacher in a cooperative setting. Teachers are viewed as facilitators or as "a guide on the side." Students participate in the process of learning by doing, producing, and experimenting in a project-based learning paradigm, which is frequently used in a student-centered learning environment (Moeller & Reitzes, 2021). It can be difficult for teachers to place the majority of the responsibility for the learning process on the students, especially if they have personally experienced teacher-centered education as students and are acquainted with the traditional pedagogical method as instructors.

It is difficult for teachers to adopt a student-centered approach since it places a strong focus on students' trust and releases them from content-driven lectures. It demands acceptance of its innate paradoxes and inconsistencies from both instructors and students, such as having to balance the roles of facilitator and evaluator as well as student and teacher. It is evident that educators frequently employ conventional approaches and strategies in all of their classes. In particular, they choose lectures when introducing new subjects. When instructing, they primarily use lectures and Q&A sessions. Additionally, they frequently employ teacher-centered exercises like watching movies and doing quizzes (Gray, 2019). Through autonomy, scaffolding, and genuine feedback, student-centered learning techniques improve students' engagement and empowerment (Wong, 2020). This motivates students to perform at a higher level, which is necessary to move through the learning process. The goal of education is now more about teaching kids how to learn than it is about imparting knowledge to get them ready for the difficult problems they will face in the real world.

The major purpose of student-centered learning is to use experiential and existential learning methodologies to assist students in becoming lifelong learners and better prepared for their future roles. While it is critical to consider each student's individual requirements and learning preferences, student-centered learning approaches can be used in a wide range of educational contexts and topic areas. Students can acquire increased self-direction by using student-centered learning practices such as cooperative learning, discovery, peer scaffolding, and inquiry-based learning (Sohn et al., 2021). By giving students direct control over the learning process, student-centered learning techniques seek to foster a sense of autonomy in their approach to learning. With the use of student-centered learning strategies, students can freely explore, evaluate, and customize their own learning based on their personal learning preferences. Students have plenty of opportunity to pursue subjects and projects that interest them in this kind of learning environment (Ellis et al., 2020).

Melvin (2022), claim that the benefits of student-centered learning approaches include strengthening students' capacities, fostering autonomous study, giving flexibility in meeting students' diverse needs, and cultivating a well-rounded learning environment. The primary purpose of student-centered learning is to improve learning and preparation in all kids, regardless of physical features. This will help them to address the rising economic imbalances that plague our society. Research has proven that student-centered learning strategies can help adjust and customize learning environments based on the students who inhabit them by giving useful data on student behavior, learning adaptation, and trends.

A community-driven learning environment that supports student empowerment, independence, teamwork, and the development of critical thinking and problem-solving abilities can be created in the classroom through the use of student-centered learning methodologies. The significance of emphasizing quality, accessibility, and relevance in education has been demonstrated by research conducted in India. This approach helps students develop independent thought processes and the ability to make decisions that will have a direct impact on their futures. To influence all types of students within that learning institution, the implementation of effective student-centered learning strategies for a varied student population must be interesting, appealing, and relevant (Levesque-Bristol et al., 2019). Effective education that provides numerous opportunities for application can help every student transfer knowledge, which is an essential phase in the learning process. According to Damsa and De Lange (2019), student-centered learning approaches improve a customized learning process and raise students' motivation, confidence, and degree of participation in the classroom. When given the opportunity to actively participate in the learning process and be challenged to think at higher levels, students do better. When a learner feels invested in the process of learning, their motivation levels rise. Students who participate in student-centered learning are more self-reliant and accountable for their own growth.

Empirical studies have validated the notion that incorporating student-centered learning strategies into the classroom enhances instruction and retention of knowledge by encouraging and motivating students to take charge of their own education. Higher ratings of students' knowledge and skill retention have increased with a greater emphasis on student-centered learning practices, shifting and transforming the learning environment and necessitating more training and expertise from educators to move the educational environment into the future (Arnett et al., 2020). Students are better prepared for distractions outside of the classroom when student-centered learning strategies are incorporated into the learning environment. Students who benefit from student-centered learning techniques have more control over their education and develop the information and skills required to excel in any situation outside of the classroom. When student-centered learning strategies are tailored to each student's specific requirements, abilities, learning preferences, and areas of interest, they can promote deeper learning and help each student achieve their full potential. This will assist students expand their knowledge and abilities.

To foster this environment, teachers must encourage self-directed learning, involve students in the problem-solving and critical thinking processes, and improve how students interact with one another. All of these items will provide kids with more possibilities to gain proficiency in 21st-century skills (Garrett, 2020). In order to provide an active learning environment that incorporates collaborative problem solving and the acquisition of skills necessary for students to be prepared for the twenty-first century, student-centered learning offers support for a range of learning styles and preferences. Establishing a student-centered learning environment where students are encouraged to actively participate in the construction of their learning experiences requires an understanding of the learning styles and preferences of the students. Student-centered learning strategies should take into account students' preferred learning styles and ways of showing their knowledge and skills in the classroom in order to support their development as active participants in the learning process (Estes & Zibers, 2020).

Practices intended to address the unique requirements of each student are included in the concept of student-centered learning. This entails developing competency-based, student-driven, individualized, and experientially-based learning environments. In addition to supporting the development of the information and skills required for success in college, the workplace, and civic life, student-centered learning techniques aim to address the varied and unique needs, interests, and cultural backgrounds of their students. Personalized, competency-based learning is a crucial tactic for developing student-centered learning environments, schools, and education systems, even if education professionals employ a variety of terminology to characterize student-centered learning methods (Padrón and Erwin, 2022). According to the constructivist perspective, learning is an active process of knowledge creation and acquisition. From a constructivist perspective, the classroom serves as a location where students acquire the necessary knowledge, skills, and resources under the direction and assistance of their teachers. As a result, the constructivist perspective demands that professors and students take into account their respective responsibilities in learning activities, in which the lecturer serves as a facilitator and the students take on a major role. Students' opinions of the student-centered learning approach may be impacted by differing ideas about teaching and learning, which may also make it more difficult for them to participate in learning activities and environments. The attitudes, difficulties, and beliefs of students in learning environments have not received much attention (Benlahcene et al., 2020).

The goal of student-centered learning is to put the needs of the students—rather than those of the teachers and administrators—at the center of the educational process. This method has numerous effects on how curricula are designed, what is included in them, and how interactive they are. By placing students' needs first, "student-centered learning"—also known as "teacher-centered learning"—disperses from traditional education, according to its proponents. With an emphasis on each student's unique requirements, skills, interests, and learning preferences, student-centered learning positions the instructor as a facilitator of learning. This classroom teaching approach is different from many others in that it recognizes the importance of student voice in the learning process for all learners. In teacher-centered learning, pupils play a passive, receptive role while the teacher plays an active role at the center. Teachers decide what the students will learn, how they will learn it, and how they will be evaluated for what they have learned in a teacher-centered classroom. Students must take an active and accountable role in their own education in order for learning to be student-centered. The study's findings demonstrate how student-centered learning designs and strategies—such as brainstorming, problem-based instruction, continuous learning via personal experience, group activities, and interaction—may help students in Philippine history classes acquire Higher-Order Thinking Skills (HOTS). Furthermore, the study demonstrated that meaningful learning occurs through doing (Butawan et al., 2021).

Students may actively engage, learn about new learning strategies, and voice their compelling opinions when learning is student-centered. The whole course work period is devoted to students actively building and comprehending their subjects. To ensure successful learning, a range of practical exercises are implemented. Both teachers and students always support kids with unique and distinctive learning styles. Together with improving the learning environment for students, they assist in supplying a variety of tools and task- and learning-conscious approaches. In the classroom, students' motivation can be further increased by using the valuable learning abilities they acquire to achieve lifetime learning objectives. The concept of self-determination pertains to the extent to which a person's actions are driven by their own motivation and self-determination. As a result, providing pupils with the chance to assess their learning turns into an incentive. Students support Rogers' thesis that "the only learning which significantly influences behavior [and education] is self-discovered" by taking an active role in their education. Since learning helps pupils to use self-regulation techniques, it can be considered as a personal growth experience.

Thus, education can be beneficial if pupils have complete control over what they learn. The paradigm of

curriculum activities changed as a result of the teacher's role as a facilitator in student-centered classrooms over the years (Haleem et al., 2022). Students are constantly encouraged to actively participate in class discussions in order to enhance their affective and psychomotor skills in addition to their cognitive abilities. Pupils participate in problem solving, brainstorming, independent question formulation, idea discussion, and opinion sharing during debates. Allowing children to participate in team building activities improves their ability to take charge and be accountable for completing the tasks they are given. As a result, the cooperative learning strategy can offer students a better chance to develop and meet both the learning objectives and the final student product (Main, 2021).

In order for learning to occur, students must accept equal responsibility for their education as teachers do for their instruction. Student-centered learning refers to approaches to education that place an emphasis on the accountability of students for tasks including lesson planning, research, collaboration with teachers and peers, and evaluation of their learning. Additionally, it focuses less on what teachers do and more on what students do and why they believe they are doing it (Deveci & Ayish, 2019). One of the key components of high-quality learning is considered to be meaningful participation in educational activities. Many creative ways to high-quality teaching have been encouraged as a result of the Sustainable Development Goal 4 renewed emphasis on education as a prerequisite for great learning. Learner-centered education is a popular educational philosophy that has been embraced by numerous nations. It also highlights the significance of active student engagement. "Active participation" is the most frequently mentioned component when it comes to conceptualizing "learner-centered or student-centered education," according to a recent meta-analysis of the international literature on learner-centered learning. Using learner-centered practices as a starting point, recent competency-based education reforms in various settings have also connected to the ideas of student ownership of learning and participation in and outside of classrooms (Bremner, 2019).

Students must acquire the necessary abilities to handle the various difficulties they may face both within and outside of the classroom in order to be considered competent. In this sense, learner-centered teaching is a methodology that empowers students to take charge of their education by providing them with chances to participate in and investigate their own learning. In order for students to be actively involved in their education, they must be provided the means to develop into responsible learners who are prepared for college coursework, their future employment, and other life endeavors. The classroom provides a space for pupils to advance academically. As a result, instructors are essential to students' development and learning. They act as intermediaries between the process and the curriculum and instruction delivery. They are also essential for guiding, preparing, and giving the pupils the tools they need to succeed in the real world. In order to keep teachers up to date on the most recent learner-centered teaching strategies and techniques and to ensure that students are engaged in meaningful activities that help them develop the knowledge and skills necessary for lifelong learning, learner-centered teaching should be integrated and sustained into the faculty development program (Darling-Hammond et al., 2020). The conventional roles have evolved in a student-centered classroom. Instead of only acquiring knowledge, students are now investigating and creating it. Students utilize critical thinking abilities to make decisions and make sense of the material while working cooperatively to solve issues. Learning is more adaptable and scaffolded. Teachers are the facilitators, while students are the ones who construct knowledge. The majority of the data is derived from student research. In light of the requirements for activities, student-centered classrooms give pupils the freedom to reflect, struggle, and make mistakes. When children are allowed to attempt, fail, and be encouraged to try again, they learn best (Poth, 2023).

Training and Development : Teachers need to be trained since many of them have a limited grasp of student-centered learning, which makes it difficult for them to implement the practices that need to be used in the classroom. These challenges include organizing the learning activities for every student even when they are at different stages of the process; making sure that every student receives the important information during instruction delivery even when they are not given the instructions all at once; making sure the interactions among the students do not cause the classroom to become chaotic and disorganized; and, finally, being able to include every student because there are times when some students prefer to work alone and group work can be difficult. Instructors must make sure that the resources at their disposal are sufficient and embrace novel, more inventive, and useful ways and tactics. The difficult element of implementing student-centered learning techniques in the classroom calls for additional planning and time from the instructors, who are already overburdened with work. For a number of reasons, teachers find student-centered learning approaches to be rather intimidating.

How do they give children the power to make decisions about their education and turn the role of facilitator around, allowing the students to be creative, inventive, and adventurous in their classroom (Plessis, 2020). The

lack of sufficient training for instructors on learner-centered education was another factor contributing to implementation issues. The teachers weren't ready to use this paradigm in the classroom. They were not given enough methods or even strategies to inspire and motivate kids to engage in more activities. Reading books that offered knowledge regarding the application of learner-centered instruction was the one they did to maximize their performance. In addition, they engaged in similar dialogue and information exchange regarding the application of this paradigm. But for the teachers, instruction on how to apply this paradigm was incredibly important. Less training for instructors was one of the reasons why learner-centered education failed to take off. He says that insofar as the teachers were unable to engage their students in classroom activity, the implementation would never be successful. Stated differently, the educators were required to participate in training related to the Learner-Centered Instruction paradigm (Kardena et al, 2022).

According to Margot and Kettler (2019), one of the many problems with integrating student-centered learning practices is that teachers often fail to integrate appropriate practices because they lack the necessary knowledge and skills. Despite their belief that doing so is beneficial, teachers often struggle to implement student-centered learning practices. In actuality, teachers obstruct the integration of these behaviors by serving as facilitators rather than guides. There can be uncertainty and unorganized classroom interactions because many teachers are not trained in student-centered learning approaches, much less how to integrate them into the classroom. Learning activities and interactions that are student-centered should be relevant to the context and in line with the objectives of the student-centered approach.

Nurassyl et al. (2023), state that the main obstacle to putting student-centered learning into practice has been the paradigm change and transition from the conventional teacher-centered approach to student-centered learning. They also hinted that sufficient learning resources, the availability of facilities and services that support student-centered learning, instructional aids, digital libraries, internet access, and infrastructure upgrades are necessary for the successful deployment of student-centered learning. Instead of only imparting the lesson information, lecturers in a student-centered class must be able to adaptably use a variety of relevant teaching techniques to meet the unique learning needs of their students. Both their training and the classroom environment need to be well-prepared. Since most academics are subject matter experts in their professions rather than trained lecturers, many of them become vulnerable when it comes to adopting a fundamental change in pedagogical practice, like student-centered learning. Kim et al. (2019) issued a warning, noting that these difficulties not only impede efficient instruction and learning but also interfere with a crucial stage in the implementation of self-discovery learning, which is a fundamental component of the student-centered method. These issues are more prevalent in the educational systems of most developing nations, such as South Africa, and they make it more difficult to successfully adopt student-centered learning.

Teachers also underlined the necessity of substantial professional development in order to execute student-centered practices successfully. A number of participants remarked that adopting student-centered approaches necessitated a significant change in their roles as educators. It takes training and ongoing learning to make the transition from a mostly didactic teaching style to one that prioritizes inquiry, collaboration, and facilitation. To effectively address this difficulty, teacher training and support programs that give educators the skills, tactics, and resources they need are crucial (Falbe & Seglem, 2023). Even with its growing popularity, the student-centered approach lacks a framework to guide its implementation, and in many cases, it still largely depends on teachers to control the learning process in order to keep students focused on the intended learning outcomes. The student-centered approach can be as unclear in certain situations as constructivism, which serves as its foundational tenet. (Tsai & Chen, 2021).

Class Sizes : The perceptions of learner-centered education among teachers were investigated by Hemmati & Azizmalayeri in 2022. The findings showed that many of the issues they faced in the classroom—such as big class sizes, a lack of resources, etc.—were related to the way their classrooms and schools were set up. Chen et al. (2023) investigated how student-centered learning was viewed by Moroccan educators. It was discovered that educators possess accurate perspectives and a solid comprehension of student-centered learning. However, because to limitations such the huge class size, lack of resources, and standardized curriculum and assessment, teachers are forced to continue using various conventional approaches. The straightforward definition of student-centered learning practice includes additional elements that need to be taken into account and directly impact teachers' and students' performance in that setting. Innovative approaches to developing 21st-century skills may be impacted by a misalignment of student-centered learning techniques, student maturity, class size, cultural diversity, and previous learning experiences. Students determine the content, activities, resources, and learning speed in a student-centered learning environment.

The goal of student-centered learning is to provide students the drive and engagement they need to improve their relationships with peers and the academic material in a way that will prepare them for lifelong learning. An easier transition from teacher-centered to student-centered learning will be possible with a stronger understanding of student-centered learning methods (Katawazai, 2021). It's challenging to enable kids to form strong connections with the material. As class sizes increase and resources become scarcer, educators are finding it difficult to cover more information. Then there is the challenging task of attempting to evaluate critical thinking abilities. Time and training to acquire the skills required to carry out assignments, role-plays, and projects that let pupils apply higher-order thinking abilities are always in short supply. Regretfully, this is the reason lecturing and other direct education techniques are frequently used by teachers. Teachers once more play the role of facilitator in a classroom that emphasizes critical thinking abilities. They have a significant role in helping their pupils succeed in deep learning and critical thinking (Garcia & Weiss, 2019).

The number of classes at the school and school policy were also contributing factors to the implementation of learner-centered instruction's challenges. It had to do with choosing the appropriate number of students to admit for each academic year through decision-making that took these factors into account. Every academic year, the overall number of new students should be balanced with the number of classrooms available. As a result of the classrooms being larger than the appropriate size, the teachers found it difficult to regulate the behavior and advancement of the students. If educators wish to create a successful learner-centered curriculum, they should start with the ideal classroom (Tran, 2022). According to a study by Tadesse (2020), a variety of factors, including the curriculum's structure, the availability of teaching resources, teachers' attitudes, the size of the classroom, and national policy, affect how well active learning and student-centered approaches are implemented. The study's findings thus indicate that the sample school faced several major obstacles to implementing active learning approaches. These included the following classroom conditions: a lack of room for group work and large classes; a rigid schedule that hindered the use of active learning techniques; teachers' attitudes and the excessive amount of work expected of them; a lack of instructional materials and administrative support; and the volume of content to be covered.

Time : Time restrictions were cited by numerous educators who took part in the survey as a major obstacle to using student-centered initiatives. They expressed worries about the curriculum's constrained time for covering all the material while implementing student-centered teaching strategies. "The curriculum is quite packed, and we have to meet certain milestones. It's a struggle to find time for student-centered activities when there's so much to cover," said one educator about this difficulty (Catubig, 2023). Cardino and Ortega-Dela Cruz (2020), conducted research to identify the variables influencing the use of learner-centered learning strategies. They were able to prove that the lack of small-scale implementation of learner-centered methods was caused by low-quality instructional resources, a lack of time dedicated to the teaching period, learners' negative attitudes toward learner-centered learning, and teachers' low motivation stemming from unfavorable working conditions. Implementing these strategies was hampered, according to Chimbi and Jita (2021), by a lack of time, big class sizes, a hefty teaching load, and the need to cover the course. Lack of time was the primary barrier to the implementation of learner-centered methods in Zimbabwe. The majority of educators believed that letting students create their own knowledge would take a lot of time, especially considering how much material needed to be covered in a short amount of time.

Students actively participate in the learning process in this setting by using their intellectual faculties. However, implementing student-centered learning strategies in the classroom takes time and calls for extra resources that might not be available in the classroom. For all children to receive the kind of learning environment required to educate them for the twenty-first century, a number of restrictions must be recognized and addressed. Research has indicated that integrating student-centered learning techniques into learning environments may not present any difficulties when it comes to their oriented concepts. (Fisher, 2021). The possibility that students won't have enough time to master the material because of the self-directed and self-paced nature of the curriculum is becoming increasingly common in learning settings that incorporate student-centered learning techniques (Coman et al., 2020). There are obstacles to and pushbacks from student-centered learning. Some educators believe that these obstacles are too numerous and problematic to cancel out any potential benefits that student-centered learning may have for the educational experiences of teachers and students. Student-centered activities have been reported to be enjoyable for students, but they also tend to require more time. Because they have missed important components of the classroom teaching process, absent students often get disinterested in the inquiry-based learning process. Because they miss so much class, students with excessive absenteeism find it challenging to draw conclusions (Green, 2021).

Student Diversity : As active participants or agents, students bring their own set of obstacles, such as their ability to study independently without guidance, manage their time well, and persevere through tough material even when they believe it is beyond their grasp. Because they are more focused on their exam scores than on developing a higher level of thinking and a deeper understanding of the material covered, students in the learning environment occasionally struggle to change their own mindset about learning. Students in this kind of setting have to make decisions about how they will learn, what they will learn, and how they will exhibit what they have learned. For many students, this can be stressful and generate anxiety. According to new research, children may experience anxiety as a result of active learning or student-centered learning, depending on how these approaches are applied in the classroom. In a student-centered learning environment, anxious students face numerous challenges that they may not be able to overcome with the help of their professors or peers without interfering with other students' learning (Armbruster et al., 2019).

In a student-centered learning environment, a lot of students are resistant to the idea that they should take on the role of their own instructor in order to master the necessary knowledge and skills and be able to self-direct their own educational path. Research have demonstrated that a supportive and engaging learning environment improves student learning and has a significant impact on academic success. When employing student-centered learning techniques, students encounter numerous obstacles outside of the classroom. These difficulties frequently have a detrimental effect on students' performance, attitudes, and given tasks. According to Potschulat et al. (2020), within the past ten years, the term "student experience" has gained attention from academics studying higher education. But as a construct, it is extremely underdeveloped in the scholarly literature. Determining the entirety of a university student's educational experience remains a major challenge, both domestically and globally. Every student is different from the others and has strengths and shortcomings of their own. They should also be recognized as distinct individuals who contribute their experiences, interests, and methods of knowing to the learning process.

The way that students view education affects both their motivation and their general attitude toward learning, which are important factors in the student-centered learning strategies that are used. Students' conduct and academic motivation are influenced differently depending on how they feel about student-centered learning techniques and how much work they have to do in those contexts. Students may react negatively to student-centered learning techniques since they encourage students to take charge of their education; however, this can happen if the right kind of support isn't given to them in order to help them along. Numerous factors affect how many and/or what kind of student-centered learning strategies are used in the classroom. Many teachers find it difficult to hand over authority and responsibility to their students, which has an effect on the atmosphere that is created there and the likelihood that student-centered learning strategies are taken into account. Two key factors that influence the overall result of encouraging students' engagement, academic accomplishment, and motivation are the teacher's decisions and the innovation of student-centered learning techniques (Calderon et al., 2019).

Studies have indicated that student-centered learning enhances retention and encourages active learning. Despite this, teachers continue to be hesitant to implement student-centered learning strategies in their classes. The ability of teachers to accept active learning practices and modify their own preconceived notions about how children learn affects their reluctance to apply student-centered learning. The reluctance of educators to adopt student-centered learning approaches stems from their concern that pupils may view this method negatively in the classroom. The views of students toward the kinds of student-centered learning activities that are required to be equally beneficial in a varied learning environment can impact the types of practices that are used or not implemented (Cain, 2020). The belief held by students that the teacher is the primary facilitator of the teaching and learning process was the final contributing factor. For a considerable amount of time, this belief has grown. According to Lidar et al. (2020), the teacher was given the advantage of knowing a concept far better than the pupils did. An additional factor contributing to the failure of learner-centered training is dominant culture or worldview. If students think that the teacher should have more control over the teaching and learning process, they will never attempt to take charge of their own education or be concise. It would take work to alter this culture and perspective. This was the reason that learner-centered instruction's successful implementation was greatly influenced by the culture of students' perceptions.

Critics of student-centered classrooms also claim that teachers should provide direct instruction because they worry about pupils experiencing cognitive overload. "Providing information that fully explains the concepts and procedures that students are required to learn and giving them the strategies to learn it" is the definition of direct instruction. Students have explored at a low level when facilitation has been used in place of direct instruction. The case for facilitation is made by research indicating that while highly structured, well-defined problems can

be addressed through direct instruction, students should also be prepared for less structured challenges that arise in the real world. Also, misunderstandings and presumptions may arise if pupils lack the necessary background information. Students who lack the background information may also lose patience and put forth less effort. Teachers' direct instruction helps pupils activate their prior knowledge. Additionally, research indicates that students struggle with time management, self-monitoring, and asking for assistance when necessary (Sjolie et al., 2021).

Technology Integration : According to research studies, a lack of technological access to resources may have a significant impact on the integration of those resources and tools; therefore, educators must address and overcome the challenges that limit opportunities for students to gain valuable skills and knowledge (Partanen, 2020). The other cause was related to teachers' capacity to access the internet to seek more materials. Teachers were required to have internet connectivity because it could provide more diverse material possibilities. They would be given the option of adopting, adapting, or even developing the information available on the internet. Its goal is to make the content more communicative and engaging, as well as to boost student enthusiasm and involvement (Farajnezhad & Branch, 2022). Another key subject emerging from the literature regarding the student-centered approach in teaching and learning is technology-aided learning. It simply means incorporating technology into learning to engage students while guiding their access to electronic platforms that promote self-directed learning.

The widespread usage of mobile phones for a wide range of reasons has made mobile technology an ideal tool for teaching and learning, particularly in the adoption of a student-centered approach. Teachers perceived mobile technology to improve timely interactions between teachers and students, allowing students to receive help and teachers to effectively respond to students' needs. It also allows for the gamification of lessons in student-centered classrooms to increase students' learning motivation while also allowing students to learn at their own pace because they can access learning resources via mobile phones and go through them at their leisure. Students could collaborate in learning wherever they are because mobile technology connects students who are geographically separated. With the advancement of artificial intelligence, it is now possible to train mobile technology to perform certain activities. Mobile technology's collaborative, gaming, interactive, researching, and adaptive capabilities aid in the advancement of student-centered learning. Aside from mobile technology, the introduction of a slew of other technologies, such as online platforms that facilitate conception, design, interactions, and gamification, is likely to aid in the move to a student-centered approach. Flipped classrooms, online learning, and blended learning are other examples of technology-aided learning. While technology can help with learning, they must be supervised and monitored to ensure that learning occurs in tandem with the desired aims (Tang, 2023). Technology enables educators to construct student-centered learning environments by concentrating on the skill sets required for students outside of the classroom learning setting using available critical tools. With new technological improvements being discovered and made available online, the educational industry must adopt new methods of teaching and learning that meet the greater thinking capabilities of all students or risk becoming irrelevant and outdated (Coleman & Money, 2020).

Assessment of Learning Gains : According to Nilimaa (2023), traditional assessment methods may be incompatible with student-centered approaches that emphasize conceptual comprehension and problem-solving ability. The core of student-centered learning must be captured using appropriate evaluation approaches and strategies. There is also an increasing desire to make feedback more student-centered. Traditionally, feedback informs pupils of what they did well and what they did not perform well. This indicates a one-way flow of knowledge from teachers to students, with little encouragement for students to engage in self-directed learning through feedback. Training was provided to primary school teachers in Australia in order to empower them to provide student-centered feedback. The professors then gave students' writing assignments student-centered feedback in the hopes of getting them to think more actively and reflect on their work. As a result, pupils who received comments improved significantly on their writing projects (Brooks et al, 2021). This difficulty demonstrates the disconnect between evaluation procedures and student-centered learning objectives. Traditional evaluations, which frequently include multiple-choice questions and rote memorization tasks, may fail to capture the nuanced abilities and deeper knowledge fostered by student-centered initiatives. To solve this issue, educators require assistance and resources to establish alternative assessment techniques such as performance-based exams, portfolios, and peer evaluations that correspond with the aims of student-centered education (Wellberg & Evans, 2022). Teachers must use a variety of tools to track student's progress throughout the learning process to support students in the student-centered learning environment. Nevertheless, many teachers lag in adopting the most recent strategies because they are more interested in the traditional approaches that primarily focus on helping students pass high-stakes exams.

In this kind of setting, a teacher's biggest obstacle is their preconceived notions that the students are ignorant of the subject. These misconceptions frequently prevent teachers from implementing active learning in their classrooms, which lowers student motivation to engage and take an active role in their education (Shemshack & Spector, 2020).

Management of Resources : Educators' incapacity to create original materials was the next source of implementation issues with learner-centered instruction. Instructors have a propensity to use the work sheets and textbook materials exclusively. For every subject covered, the resources were unable to present an accurate and real-life scenario. Essentially, Rahayuningsih provides a theoretical explanation of how teachers create their own knowledge based on their experiences, emphasizing the importance of schools in teacher education programs. This allows for the organization of teacher education around the idea of learning through participation in authentic, meaningful practices. It alludes to the duty of educators to create the materials while taking these aspects into account. She goes on to explain in more detail that the variables might include the difficulty of the language course, language competency, teachers, proficiency, motivation, assessments, and cultural differences (Alvarez, 2020).

According to a study by Ochieng (2020), the usage of learner-centered teaching was impacted by inadequate labs and textbooks, few practical lessons, a lack of subject competence among teachers, and a shortage of lessons. The administration's lack of support, huge class sizes, poor resources, and insufficient preparation time further hampered the implementation of the carefully chosen activities. The learning environment is now more student-centered than teacher-centered thanks to student-centered learning approaches. Organizing the learning environment around different educational approaches, according to reformers, may come with more dangers and be more complicated than many stakeholders and policy makers have led them to believe. The lack of clear definitions for student-centered learning practices in policies may make it more difficult to apply them and provide opportunity to provide more useful recommendations (Lee & Branch, 2022).

The difficult element for teachers and students is figuring out how to integrate the techniques in order to reduce any negative effects that may arise from ineffective or inefficient implementation. In order to assess whether student-centered learning practices are integrated effectively in terms of their quality and efficiency, it is necessary to pay systemic attention to this difficult component of integrating these practices into the classroom. There will be opposition at first when the environment is changed to be more student-centered, and in order to educate kids for the age of innovation, new objectives, rewards, and forms of assistance are needed. Learners will be more prepared for their future roles if creative tactics are used to help them get the knowledge and abilities necessary to deal with a changing society (Nzabwirwa et al., 2019). The biggest obstacles to moving from a teacher-centered to a student-centered learning environment are understanding that a paradigm shift in all facets of the educational environment is required, rather than merely making a few small changes to satisfy a fad or piqued interest in the field of education.

This understanding is shared by educators, stakeholders, and policy makers. The industrialized educational model that has been in use for many years is the focus of many of the established educational policies. In contrast to workarounds that are adequate but difficult in and of themselves, the paradigm shift demands for explicit transparency and innovation. The core components of the learning environment are altered when the learning process is redesigned to be more student-centered. This calls for a profound shift in perspective among all parties involved in the education system, including legislators, stakeholders, communities, educators, parents, and students, in order to make room for new, creative, and inclusive learning opportunities that will enable students to acquire 21st century skills (Green & Harrington, 2020). To guarantee that every student makes academic progress throughout the learning process, student-centered learning environments require a range of supports, including professional development for instructors and classroom management strategies. According to Barron et al. (2020), there is a need for a more thorough integration of student-centered learning techniques that uphold the idea of the whole child, support students' developmental characteristics, and help address any potential cognitive disadvantages that students may have.

Synthesis : The concept of student-centered learning, which prioritizes students' needs and preferences in the educational process, has been extensively explored by various researchers. Fisher (2021) emphasizes the importance of student-centered methods in preparing students for real-world distractions and fostering self-directed learning skills. Green & Harrington (2020) discuss how student-centered learning empowers students to control their education and collaborate effectively with peers. Padayichie (2023) advocates for project-based and individualized learning to enhance learner autonomy and engagement. Al-Hattami & Jaiswal (2020) highlight

the cognitive growth facilitated by student-centered learning through peer interaction and personalized approaches. Dominguez & Svihla (2023) discuss scaffolding as a crucial aspect of student-centered teaching, allowing students to engage with material at their own pace. Moeller & Reitzes (2021) emphasize the shift towards student-centered environments and the role of teachers as facilitators. The implementation of student-centered learning poses significant challenges for teachers due to limited training and unfamiliarity with the paradigm shift. Falbe & Seglem (2023) stress the importance of substantial professional development to support teachers in adopting student-centered approaches effectively. Tsai & Chen (2021) highlight the lack of a guiding framework for implementing student-centered learning, leaving teachers to navigate the process independently.

Hemmati & Azizmalayeri (2022) found that teachers' perceptions of learner-centered education were influenced by issues such as large class sizes and limited resources. Chen et al. (2023) discovered that Moroccan educators, while possessing accurate perspectives on student-centered learning, struggled with implementing it due to constraints like class size and standardized curriculum. Katawazai (2021) emphasizes the importance of understanding various factors such as student maturity, class size, and cultural diversity in effectively implementing student-centered learning. Garcia & Weiss (2019) highlight the challenges teachers face in fostering critical thinking skills amidst increasing class sizes and limited resources.

Educators, as highlighted by Catubig (2023), Cardino and Ortega-Dela Cruz (2020), and Chimbi and Jita (2021), consistently cite time constraints as a significant barrier to implementing student-centered and learner-centered learning strategies. The packed curriculum, large class sizes, and hefty teaching loads hinder the allocation of sufficient time for these approaches, leading to concerns about covering all required material. Students encounter various obstacles and resistances in student-centered learning environments, as noted by Armbruster et al. (2019). They may feel overwhelmed by the responsibility of directing their own learning path and managing their time effectively. Potschulat et al. (2020) highlight the importance of acknowledging students as individuals with unique experiences and learning styles, which can affect their motivation and attitude toward student-centered approaches. Partanen (2020) underscores the significance of addressing technological access limitations to enhance opportunities for students' skill development. Farajnezhad & Branch (2022) highlight the importance of internet connectivity for teachers to access diverse materials, fostering communicative and engaging content for students. Tang (2023) discusses how mobile technology facilitates student-centered learning through timely interactions, gamification, and collaborative learning opportunities.

Nilimaa (2023) emphasizes the need for assessment methods compatible with student-centered learning, focusing on conceptual understanding and problem-solving. Brooks et al. (2021) highlight the importance of student-centered feedback in promoting active student engagement and reflection, particularly in writing assignments. Wellberg & Evans (2022) discuss the necessity for alternative assessment techniques aligned with the objectives of student-centered education, such as performance-based exams and portfolios. and reluctance to adopt new strategies. Alvarez (2020) discusses educators' challenges in creating original materials for learner-centered instruction, emphasizing the need for authentic and meaningful practices in teacher education programs. Ochieng (2020) highlights additional obstacles to learner-centered teaching, including inadequate resources, lack of support from the administration, and large class sizes, which hinder the implementation of effective instructional activities.

Research Gap/s : There was a clear lack of knowledge on the specifics of implementing student-centered learning and the difficulties Araling Panlipunan teachers in the Philippines encountered, despite increasing amounts of research on the subject. Even though a great deal of research had been done on how student-centered approaches affected student results, there were still very few thorough studies that focused on the experiences, viewpoints, and challenges that teachers faced. The lack of research on the teacher-centric aspects of adopting student-centered learning in the Philippine context created an intriguing gap, motivating the researcher to embark on an exploratory path yet to be discovered. By focusing on the educators who orchestrated the student-centered classroom, this study hoped to uncover previously unexplored aspects, contributing a unique perspective to the broader educational discourse and enriching our understanding of the dynamics involved in fostering student-centric pedagogy in Araling Panlipunan classrooms.

III. METHODOLOGY

This chapter contained details of research methods, such as research design, research locale, population and sampling, study participants, research instrument, data-gathering procedure, ethical considerations, and statistical treatment of the data.

Research Design : The research design for this study was quantitative descriptive-correlational in nature. According to Bhat (2023), descriptive correlational research was a form of research strategy that attempted to describe the link between two or more variables without making causal assertions. It entailed gathering and evaluating data on at least two variables to see whether there was a link between them. Descriptive research, as determined by Stangor and Walinga (2019), was intended to provide a snapshot of current events. It provided a relatively complete picture of what was going on at any one time and helped generate questions for future research. This was similar to Sirisilla's (2023) findings, which stated that descriptive research design was a powerful instrument used by scientists and researchers to collect information about a certain group or phenomenon. This form of research provided a detailed and accurate picture of the traits and behaviors of a specific community or subject. Descriptive research helped researchers obtain a deeper understanding of a certain subject by watching and collecting data about it, as well as providing useful insights that could be used to influence future studies. A correlational study sought to uncover correlations between variables and anticipate future events based on current information. Correlational research was helpful for quickly acquiring data from natural settings and helping to generalize findings to real-life scenarios in an externally valid way. Furthermore, correlational research might provide preliminary clues or additional support for theories about causal correlations. Correlational research could reveal insights into complex real-world correlations, allowing researchers to create theories and make predictions (Cherry, 2022).

Research Locale : The research was carried out in District 2 of the City Schools Division of Cabuyao, which included three Junior Public High Schools: Marinig National High School, Gulod National High School, and Mamatid National High School. The researcher opted to conduct the study in the aforementioned area because he was currently teaching there. Teachers were the primary facilitators, translating curriculum goals into meaningful experiences, adapting to diverse student needs, managing classrooms to balance autonomy and structure, designing assessments aligned with student-centered principles, and providing ongoing professional development. Their duty extended beyond standard lecture to creating an environment in which students actively participated in their learning. Understanding and addressing these teachers' concerns was critical not only for improving classroom practices but also for informing broader educational changes and boosting the overall quality of student-centered learning in Araling Panlipunan.

Respondents of the Study : All Araling Panlipunan teachers in District 2 of the City Schools Division of Cabuyao, from three Junior Public High Schools—Marinig National High School, Gulod National High School, and Mamatid National High School—participated in the study. There were 31 teachers in total, with 8 male teachers and 23 female teachers.

Table 1 represented the respondents of each school, which the researcher used to determine the size of 31 respondents from three schools.

Table 1 Distribution of Respondents

School	Teacher-respondents			
	Population		Combined Respondents	Percentage
	Male	Female		
Marinig NHS	1	3	4	13%
Gulod NHS	4	7	11	35%
Mamatid NHS	3	13	16	52%
Total	8	23	31	100%

Sampling Design : The study involved three Public Junior High Schools in District 2: Marinig National High School, Gulod National High School, and Mamatid National High School, within the Division of Cabuyao. In this study, the researcher employed total enumeration for the teacher respondents. This meant that the study included all Araling Panlipunan teachers at the secondary level in the aforementioned schools.

Instrumentation (Validation and Scoring of Instruments) : The researcher created a survey questionnaire that served as the primary source of data to achieve the end purpose of the research in accordance with its main

determinant. The questionnaire was divided into three parts based on the input variables. The first part consisted of the respondents' demographic profile: age, gender, length of service, and highest educational attainment. In the second part, the extent of implementation of the student-centered learning approach was assessed. In the third part, the extent of issues encountered by Araling Panlipunan teachers in the student-centered learning approach was explored.

Validation of the Research Instrument : Since the instrument was self-created, it was validated by a panel of experts comprised of the thesis adviser, a statistician, and an expert on the issue to be examined. The aforementioned authorities, who were requested for research instrument validation, were members of the Pamantasan ng Cabuyao of Graduate School and Continuing Professional Education faculty.

Data Gathering Procedure : Before the questionnaire was distributed, the researcher sought permission from the Schools Division Superintendent of Cabuyao City for the conduct of the study. After obtaining the endorsement, the researcher also sought permission from the supervisors and the school heads. After the approval was granted, the researcher personally distributed the questionnaires to the respondents from the three schools. It was explained thoroughly to the target respondents, assuring them of its confidentiality. The study considered every aspect of the respondents' personal information. Retrieval of the questionnaires was done immediately. The researcher then tabulated the data, consolidated the results, and discussed, analyzed, and interpreted the data after statistical treatment by the chosen expert in statistics.

Treatment of Data : After collecting the necessary data, the researcher tabulated and analyzed the gathered data with the help of statistical tools. The following were the statistical tools that were used in this study, together with their corresponding formulas.

1. To determine the demographic profile of the respondents in terms of age, gender, length of service, and highest educational attainment, the researcher will use percentage frequency.

Formula:

$$P = f/N \times 100\%$$

Where:

P = Percentage distribution

f = Frequency

N = Total number of respondents

2. To determine the respondents' answers regarding the extent of implementation and issues encountered by Araling Panlipunan teachers in the student-centered learning approach, the researcher will use the weighted mean to address the second and third statements of the problem. Scoring the four-point Likert Scale with interpretations for computed means will also be adopted. The formula for the Weighted Mean and four-point Likert Scale and their verbal interpretation will be given below.

Formula:

$$\text{Weighted Mean} = \frac{\sum fx}{\sum f}$$

Where:

$\sum fx$ = the sum of the products of the frequencies and values

$\sum f$ = total frequency

The following will be the weighted rating scales and verbal interpretations used in the study:

Weight	Range Value	Verbal Interpretation
4	3.50 – 4.0	Very Highly Implemented
3	2.50 – 3.49	Highly Implemented
2	1.50 – 2.49	Slightly Implemented
1	0.1 – 1.49	Not implemented at all

3. To determine the significant difference in the demographic profile of the respondents' answers regarding the extent of implementation and issues encountered by Araling Panlipunan teachers in the student-centered learning approach, the researcher will use ANOVA. The formula to be used is:

$$F = \text{MST} / \text{MSE}$$

Where:

F = ANOVA Coefficient

MST = Mean sum of squares due to treatment

MSE = Mean sum of squares due to error

4. To determine the significant relationship of the demographic profile to the respondents' extent of implementation and issues encountered by Araling Panlipunan teachers in the student-centered learning approach, the researcher will use the Chi-Square Test.

$$X^2 = \sum(O_i - E_i)^2 / E_i$$

Where:

X² = Chi square

O_i = Observed frequency

E_i = Expected frequency

Ethical Considerations : To ensure the preservation of participants' rights and well-being, ethical considerations were crucial in conducting this research. Prior to involving Araling Panlipunan teachers, explicit informed consent was obtained, clearly outlining the research's goals, procedures, and any potential consequences. To safeguard participants' privacy, confidentiality measures were implemented, and efforts were made to minimize any potential harm. Participants were given the option to withdraw without facing consequences, and their identities were safeguarded through secure data storage practices. Additionally, the researcher requested permission from the Schools Division Superintendent of Cabuyao City for the upcoming conduct of the study. Once the endorsement was secured, permission was also sought from the supervisors and school heads, reaffirming the commitment to ethical research procedures. The findings were reported with transparency and honesty, avoiding any form of plagiarism. Cultural sensitivity was maintained, and ongoing oversight ensured that ethical concerns were addressed throughout the research process.

IV. RESULTS AND DISCUSSION

This chapter presented the results of the study, analysis, and interpretation of data gathered. The data were presented according to the sequence of stated problems in Chapter One. This study primarily determined the extent of implementation and issues encountered by Araling Panlipunan teachers in the student-centered learning approach. This sought answers to the following specific problems.

1. What is the profile of the respondents in terms of:

- ✚ Age;
- ✚ Gender;
- ✚ Length of Service; and
- ✚ Highest Educational Attainment?

Table 2
The profile of the respondents in terms of age

Age	Frequency	Percent
21-30	9	29.03%
31-40	9	29.03%
41-50	10	32.26%
51 years old and above	3	9.68%
Total	31	100.00%

Table 2 shows the distribution of the respondents involved in this study in terms of age. As seen in the table, a large number of the respondents, 10 or 32.26%, belonged to ages 41 to 50, followed by 9 or 29.03% who were 21 to 30 years old, 9 or 29.03% who were 31 to 40 years old, and 3 or 9.68% who were 51 years old and above. The result implied that the majority of the teacher-respondents involved in this study were Quadragenarians. They were still considered middle-aged adults. More teachers belong to the age bracket 40-50 years old. Also, the majority of the teachers were middle-aged adults. Middle-aged employees may realize they have reached the highest they are likely to in their careers. This satisfaction at work translates into lower absenteeism, greater productivity, and less job hopping in comparison to younger adults (Francisco, 2020).

Table 3
The profile of the respondents in terms of gender

Gender	Frequency	Percent
Male	10	32.26%
Female	21	67.74%
Total	62	200.00%

Table 3 shows the profile of the respondents in terms of gender. As seen in the table, the majority of respondents were females with a frequency of 21 or 67.74%, and 10 or 32.26% were males. The result showed the usual distribution of sex among Filipino teachers; the female teachers still outnumbered the males. Even though there were males who had chosen to take this career, their number was still too small compared to the females. The great number of female participants implied that most of the teaching personnel in the district were women. The data above further implied that the country had a larger number of women teachers than men, as supported by the World Bank collection of development indicators in 2020, where 87% of the teachers were women. Accordingly, census findings affirmed that in the Philippines, teaching is a woman-dominated profession (Salatan, 2024).

Table 4
The profile of the respondents in terms of length of service

Length of Service	Frequency	Percent
1 to 5	13	41.94%
6 to 10	12	38.71%
11 to 15	3	9.68%
15 years and above	3	9.68%
Total	31	100.00%

Table 4 showed the profile of respondents in terms of length of service. As seen on the table, 13 or 41.94% of the teachers involved have been in service for 1 to 5 years, followed by 12 or 38.71% of them are in the service for 6 to 10 years, 3 or 9.68% of them are in the service for 11 to 15 years, and 3 or 9.68% of the teachers have been in service for 15 years and above. According to a study conducted by Abdurakman et al. (2022), newly hired teachers are individuals who have recently been employed in schools. According to the Department of Education (DepEd) in the Philippines, a newly hired teacher is specifically defined as a teacher with zero (0) to three (3) years of experience in the public school system, further classified as a beginning teacher. While a teacher's job entails various roles and responsibilities, the beginning days of teaching are the most critical part. In this period, teachers may experience significant adjustments. Some teachers may adapt quickly, but others may struggle to do so. Newly hired teachers face various difficulties, being bothered with worries and concerns, bringing negative and positive experiences, and encountering difficulties in adjusting to their professional roles.

Table 5
The profile of the respondents in terms of highest educational attainment

Highest Educational Attainment	frequency	%
Bachelor's degree	7	22.58%
Bachelor's degree w/ units in MA	17	54.84%
Master's degree holder	6	19.35%
Master's degree w/ units in Doctorate	1	3.23%
Total	31	100.00%

Table 5 shows the profile of the respondents in terms of Educational Attainment. As seen in the table, 17 or 54.84% of respondents had attained a Bachelor's degree with units in MA, followed by 7 or 22.58% who had finished their Bachelor's degree, 6 or 19.35% of them were Master's degree holders, and 1 or 3.23% of them had attained a Master's degree with units in Doctorate.

The result simply implied that the majority of the teachers involved in this study had attained a Bachelor's degree with MA units, which meant that teachers attended graduate school as part of their professional development and also for promotion. More teachers had attained the Bachelor's degree, the minimum requirement for educational attainment to be able to teach in public school. It also turned out that there were teachers who had finished their master's degrees, and others who had obtained their master's and were taking their doctorate level. According to Basaran et al. (2021), obtaining a master's degree provides teachers with an enhanced technical comprehension of their chosen subject matter. Furthermore, this degree has the potential to enhance educators' teaching abilities, leading to increased average test scores and improved graduation rates. Additionally, master's programs concentrate on nurturing leadership and administrative skills. These competencies can facilitate the attainment of well-compensated leadership roles, such as those of a principal or school administrator.

2. To what extent is the implementation of student-centered learning approach of Araling Panlipunan teachers?

Table 6
Assessment of the implementation of student-centered learning approach of Araling Panlipunan teachers

<i>As a teacher, I...</i>	Mean	Sd	Interpretation
1. provide opportunities for students to collaborate with their peers in learning activities to enhance critical thinking and problem-solving abilities.	3.613	0.495	Very Highly Implemented
2. increase retention and understanding of subject matter through peer teaching and learning.	3.419	0.564	Highly Implemented
3. scaffold learning experiences to gradually empower students to become independent learners by guiding students through each stage of the learning process.	3.613	0.558	Very Highly Implemented
4. regularly incorporate student feedback into the planning and execution of my lessons.	2.645	0.709	Highly Implemented
5. encourage students to take ownership of their learning process and set their own learning goals.	2.710	0.739	Highly Implemented
General Assessment	3.200	0.503	Highly Implemented

Legend: 3.500- 4.000 Very Highly Implemented; 2.500-3.499 Highly Implemented; 1.500-2.499 Slightly Implemented; 1.000-1.499 Not implemented at all

As presented in Table 6, the respondents implemented the student-centered learning approach in their Araling Panlipunan classes, as revealed by indicators number 1 “provided opportunities for students to collaborate with their peers in learning activities to enhance critical thinking and problem-solving abilities” and indicator number 3 “scaffolded learning experiences to gradually empower students to become independent learners by guiding students through each stage of the learning process” with a mean score of 3.613, which ranked first, followed by indicator number 2 “increased retention and understanding of subject matter through peer teaching and learning” with a mean score of 3.419, which ranked second, indicator number 5 “encouraged students to take ownership of their learning process and set their own learning goals” with a mean score of 2.710, which ranked third, and indicator number 4 “regularly incorporated student feedback into the planning and execution of my lessons,” which ranked last. The respondents generated a general assessment of 3.200, which meant that respondents Highly Implemented the student-centered learning approach in their Araling Panlipunan classes.

Teachers in the twenty-first century must create active, collaborative learning environments that stimulate student participation and the development of critical thinking skills. To enhance every student's educational experience and equip them with the skill sets required for future employment. Project-based learning, individualized learning, and social-emotional learning all contribute to learner autonomy and independence. These strategies empower students to take ownership of their own learning. Allowing students to decide the curriculum, learning activities, and pace of their education, student-centered learning approaches applied into the classroom learning environment focus on providing the educational process more meaning for students (Padayichie, 2023).

The conventional roles have evolved in a student-centered classroom. Instead of only acquiring knowledge, students are now investigating and creating it. Students utilize critical thinking abilities to make decisions and make sense of the material while working cooperatively to solve issues. Learning is more adaptable and scaffolded. Teachers are the facilitators, while students are the ones who construct knowledge. The majority of the data is derived from student research. In light of the requirements for activities, student-centered classrooms give pupils the freedom to reflect, struggle, and make mistakes. When children are allowed to attempt, fail, and be encouraged to try again, they learn best (Poth, 2023).

3. To what extent are the issues faced by Araling Panlipunan teachers in the implementation of student-centered learning approach?

- ✚ Training and Development;
- ✚ Class Sizes;
- ✚ Time;
- ✚ Student Diversity;
- ✚ Technology Integration;
- ✚ Assessment of Learning Gains; and
- ✚ Management of Resources

Table 7
Assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of training and development

Indicators	Mean	Sd	Interpretation
1. There are sufficient professional development opportunities focused on student-centered approaches.	3.097	0.651	Evident
2. There is comprehensive guidance on adapting innovative teaching methods to student-centered approaches.	2.290	0.643	Moderately Evident
3. Collaborative learning and sharing best practices among Araling Panlipunan teachers are encouraged and facilitated as part of training and development initiatives.	3.581	0.502	Very Evident
4. The training and development opportunities provided for Araling Panlipunan teachers address the specific needs and challenges of the subject area.	2.419	0.720	Moderately Evident
5. The content covered in training sessions or workshops is relevant and applicable to the teaching practice in Araling Panlipunan.	3.355	0.709	Evident
General Assessment	2.948	0.473	Evident

Legend: 3.500- 4.000 Very Evident; 2.500-3.499 Evident; 1.500-2.499 Moderately Evident; 1.000-1.499 Less Evident

Table 7 presented the assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of training and development. As presented in the table, the respondents assessed indicator number 3 as Very Evident, indicators 1 and 5 as Evident, and indicators number 2 and 4 as Moderately Evident. Among the presented indicators, the respondents gave the highest assessment to indicator number 3 “Collaborative learning and sharing best practices among Araling Panlipunan teachers are encouraged and facilitated as part of training and development initiatives” (3.581), which was shown on the affixed mean. On the other hand, the respondents gave the lowest assessment to indicator number 2 “There is comprehensive guidance on adapting innovative teaching methods to student-centered approaches.” (2.290), which was shown on the affixed mean. The respondents generated a general assessment of 2.948 for the indicators under training and development and interpreted it as Evident.

The lack of sufficient training for instructors on learner-centered education was another factor contributing to implementation issues. The teachers weren't ready to use this paradigm in the classroom. They were not given enough methods or even strategies to inspire and motivate kids to engage in more activities. Reading books that offered knowledge regarding the application of learner-centered instruction was the one they did to maximize their performance.

In addition, they engaged in similar dialogue and information exchange regarding the application of this paradigm. But for the teachers, instruction on how to apply this paradigm was incredibly important. Less training for instructors was one of the reasons why learner-centered education failed to take off. He says that insofar as the teachers were unable to engage their students in classroom activity, the implementation would never be successful. Stated differently, the educators were required to participate in training related to the Learner-Centered Instruction paradigm (Kardena et al, 2022).

Table 8
Assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of class size

Indicators	Mean	Sd	Interpretation
6. Balancing personalized attention for each student in larger classes is achievable, ensuring that every student receives adequate support.	2.032	0.752	Moderately Evident
7. Engagement and participation are effectively maintained with a large number of students.	2.968	0.795	Evident
8. There are plentiful opportunities for meaningful group work or collaborative activities in crowded classrooms.	3.000	0.816	Evident
9. The grading workload is manageable despite larger class sizes, allowing time for student-centered activities.	1.935	0.772	Moderately Evident
10. Classroom dynamics and behavior are effectively managed with a large number of students.	1.935	0.814	Moderately Evident
General Assessment	2.374	0.671	Moderately Evident

Legend: 3.500- 4.000 Very Evident; 2.500-3.499 Evident; 1.500-2.499 Moderately Evident; 1.000-1.499 Less Evident

Table 8 presented the assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of class size. As presented in the table, the respondents assessed indicators number 7 and 8 as Evident, and indicators 6, 9, and 10 as Moderately Evident. Among the presented indicators, the respondents gave the highest assessment to indicator number 8 “There are plentiful opportunities for meaningful group work or collaborative activities in crowded classrooms” (3.000), which was shown on the affixed mean. On the other hand, the respondents gave the lowest assessment to indicators number 9 “the grading workload is manageable despite larger class sizes, allowing time for student-centered activities” and 10 “classroom dynamics and behavior are effectively managed with a large number of students” (1.935), which was shown on the affixed mean. The respondents generated a general assessment of 2.374 for the indicators under class size and interpreted it as Moderately Evident.

Both the assessment data and Garcia & Weiss (2019) highlighted the challenges Araling Panlipunan teachers faced in implementing student-centered learning due to large class sizes. The respondents noted that opportunities for meaningful group work (indicator 8) were the most evident, while managing grading workload and classroom behavior (indicators 9 and 10) were the least evident, indicating significant difficulties in these areas. Similarly, Garcia & Weiss (2019) pointed out that increasing class sizes and limited resources made it hard for teachers to cover content effectively and evaluate critical thinking skills. Both sources agreed that the lack of time and training for managing large classes and facilitating deep learning often forced teachers to revert to direct teaching methods, hindering the implementation of student-centered approaches.

Table 9
Assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of time

Indicators	Mean	Sd	Interpretation
11. There is sufficient time for lesson planning and preparation amid other teaching responsibilities.	3.194	0.792	Evident
12. Time is available for in-depth discussions and activities within the constraints of the curriculum.	2.161	0.583	Moderately Evident

13. Adequate time is allocated during class sessions to cover content and facilitate student-centered activities.	3.065	0.814	Evident
14. Timely feedback and support are provided to students individually within the available time.	2.032	0.605	Moderately Evident
15. Time is effectively balanced between direct instruction and student-centered learning activities.	3.065	0.854	Evident
General Assessment	2.703	0.588	Evident

Legend: 3.500- 4.000 Very Evident; 2.500-3.499 Evident; 1.500-2.499 Moderately Evident; 1.000-1.499 Less Evident

Table 9 presented the assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of time. As presented in the table, the respondents assessed indicators number 11, 13, and 15 as Evident, and indicators number 12 and 14 as Moderately Evident. Among the presented indicators, the respondents gave the highest assessment to indicator number 11 “There is sufficient time for lesson planning and preparation amid other teaching responsibilities” (3.194), which was shown on the affixed mean. On the other hand, the respondents gave the lowest assessment to indicator number 14 “Timely feedback and support are provided to students individually within the available time” (2.032), which was shown on the affixed mean. The respondents generated a general assessment of 2.703 for the indicators under time and interpreted it as Evident. According to Catubig (2023), time constraints were highlighted by many educators who participated in the survey as a significant barrier to implementing student-centered initiatives. They voiced concerns about the limited time within the curriculum to cover all the material while incorporating student-centered teaching approaches. One educator expressed, “The curriculum is quite packed, and we have to meet certain milestones. It’s a struggle to find time for student-centered activities when there’s so much to cover.”

Table 10
Assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of student diversity

Indicators	Mean	Sd	Interpretation
16. Diverse learning needs and preferences of students are effectively met.	3.161	0.583	Evident
17. Students with varying academic abilities are accommodated in a student-centered environment.	3.194	0.477	Evident
18. Inclusion is successfully fostered, ensuring all students feel valued and represented in classroom activities.	3.290	0.643	Evident
19. Support is provided for addressing the cultural and socio-economic diversity among students.	3.258	0.631	Evident
20. Abundant resources and strategies are available for promoting cross-cultural understanding and empathy among students.	1.903	0.700	Moderately Evident
General Assessment	2.961	0.483	Evident

Legend: 3.500- 4.000 Very Evident; 2.500-3.499 Evident; 1.500-2.499 Moderately Evident; 1.000-1.499 Less Evident

Table 10 presented the assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of student diversity. As presented in the table, the respondents assessed indicators numbers 16, 17, 18, and 19 as Evident, and indicator number 20 as Moderately Evident. Among the presented indicators, the respondents gave the highest assessment to indicator number 18 “Inclusion is successfully fostered, ensuring all students feel valued and represented in classroom activities” (3.290), which was shown on the affixed mean. On the other hand, the respondents gave the lowest assessment to indicator number 20 “Abundant resources and strategies are available for promoting cross-cultural understanding and empathy among students” (1.903), which was shown on the affixed mean. The respondents generated a general assessment of 2.961 for the indicators under student diversity and interpreted it as Evident. Both the assessment data and Armbruster et al. (2019) addressed the challenges faced in implementing student-centered learning approaches in diverse classrooms. The respondents identified successful inclusion (indicator 18) as most evident, reflecting efforts to ensure all students feel valued and represented. This aligned with the recognition

that fostering an inclusive environment is crucial. Both sources also highlighted significant difficulties, such as the scarcity of resources and strategies for promoting cross-cultural understanding (indicator 20) and the challenges students faced in adapting to independent and active learning styles. Armbruster et al. (2019) emphasized that students' focus on exam scores over deep understanding could hinder their adaptation to student-centered learning, which required them to take greater responsibility for their learning and manage stress and anxiety. However, while the assessment data focused on the teachers' perspectives regarding the availability and effectiveness of resources and inclusion strategies, Armbruster et al. (2019) delved deeper into the psychological impacts on students within a student-centered learning environment. They explored how the shift to active learning could cause anxiety and stress among students, potentially affecting their overall learning experience. This perspective added a layer of understanding to the implementation challenges, highlighting the need for teachers to support students emotionally and academically to ensure the success of student-centered approaches without compromising their mental well-being.

Table 11
Assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of technology integration

Indicators	Mean	Sd	Interpretation
21. Appropriate technology tools and devices, such as laptops, tablets, and interactive boards, are readily accessible to all students.	1.226	0.425	Less Evident
22. Social media platforms, such as Twitter, Facebook, and Instagram, are effectively integrated into classroom activities to enhance student engagement and interaction by sharing visual representations of learning materials and student work.	2.000	0.775	Moderately Evident
23. Accessing online resources, such as interactive maps and multimedia presentations, to explore the history, geography, and traditions of diverse cultures around the world.	1.806	0.792	Moderately Evident
24. The use of video presentations enriches the learning experience by providing visual and auditory stimuli to complement the subject matter.	3.419	0.672	Evident
25. Educational apps and digital resources that align with student-centered learning goals, such as Kahoot, Google Classroom, Canva, Quizlet, Nearpod, and others, are readily available.	1.968	0.795	Moderately Evident
General Assessment	2.084	0.556	Moderately Evident

Legend: 3.500- 4.000 Very Evident; 2.500-3.499 Evident; 1.500-2.499 Moderately Evident; 1.000-1.499 Less Evident

Table 11 presented the assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of technology integration. As presented in the table, the respondents assessed indicators 24 as Evident, 22, 23, and 25 as Moderately Evident, and indicator 21 as Less Evident. Among the presented indicators, the respondents gave the highest assessment to indicator number 24 “The use of video presentations enriches the learning experience by providing visual and auditory stimuli to complement the subject matter” (3.419), which was shown on the affixed mean. On the other hand, the respondents gave the lowest assessment to indicator number 21 “Appropriate technology tools and devices, such as laptops, tablets, and interactive boards, are readily accessible to all students” (1.226), which was shown on the affixed mean. The respondents generated a general assessment of 2.084 for the indicators under technology integration and interpreted it as Moderately Evident. According to research studies, a lack of technological access to resources may have a significant impact on the integration of those resources and tools; therefore, educators must address and overcome the challenges that limit opportunities for students to gain valuable skills and knowledge (Partanen, 2020). Technology enables educators to construct student-centered learning environments by concentrating on the skill sets required for students outside of the classroom learning setting using available critical tools. With new technological improvements being discovered and made available online, the educational industry must adopt new methods of teaching and learning that meet the greater thinking capabilities of all students or risk becoming irrelevant and outdated (Coleman & Money, 2020).

Table 12
Assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of assessment of learning gains

Indicators	Mean	Sd	Interpretation
26. The use of traditional evaluation methods, such as multiple-choice questions and memorization tasks, to measure the abilities and understanding of students' knowledge.	3.419	0.564	Evident
27. The provision of differentiated activities, such as offering various tasks or assignments tailored to different learning styles and abilities, allows for more effective evaluation of diverse types of learners.	3.516	0.626	Very Evident
28. The utilization of performance-based exams, such as practical demonstrations or hands-on assessments, enhances the assessment process and provides a more authentic evaluation of student learning.	3.355	0.661	Evident
29. The use of portfolio evaluation, which involves collecting student work samples and reflections, may potentially enhance the assessment process by providing a more comprehensive and authentic representation of student learning.	3.097	0.651	Evident
30. The use of peer evaluation in student-centered learning approaches, such as peer feedback on projects or group activities, can enhance collaboration and provide valuable insights into individual and group performance.	2.194	0.601	Moderately Evident
General Assessment	3.116	0.516	Evident

Legend: 3.500- 4.000 Very Evident; 2.500-3.499 Evident; 1.500-2.499 Moderately Evident; 1.000-1.499 Less Evident

Table 12 presented the assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of assessment of learning gains. As presented on the table, the respondents had assessed indicator number 27 as Very Evident, indicators number 26, 28, and 29 as Evident, and indicator number 30 as Moderately Evident. Among the presented indicators, the respondents had given the highest assessment on indicator number 27 “The provision of differentiated activities, such as offering various tasks or assignments tailored to different learning styles and abilities, allowed for more effective evaluation of diverse types of learners” (3.516), which was shown on the affixed mean. On the other hand, the respondents had given the lowest assessment on indicator number 30 “The use of peer evaluation in student-centered learning approaches, such as peer feedback on projects or group activities, could enhance collaboration and provide valuable insights into individual and group performance” (2.194), which was shown on the affixed mean. The respondents had generated the general assessment of 3.116 to the indicators under the assessment of learning gains and interpreted it as Evident. The assessment data and Shemshack & Spector (2020) emphasized the challenges Araling Panlipunan teachers faced in evaluating learning gains within a student-centered learning approach. The respondents highlighted the effectiveness of differentiated activities (indicator 27) in assessing diverse learners, aligning with the idea that varied assessment tools were crucial in tracking student progress. However, these sources also noted a reluctance among teachers to fully adopt these innovative strategies. The assessment data revealed lower effectiveness in using peer evaluation (indicator 30), and Shemshack & Spector (2020) pointed out that many teachers preferred traditional methods focused on exam preparation, stemming from preconceived notions about student capabilities. This reluctance hindered the implementation of active learning strategies that could better motivate and engage students.

Table 13
Assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of management of resources

Indicators	Mean	Sd	Interpretation
31. Allocation of sufficient funding is made for acquiring necessary resources to support student-centered learning initiatives.	1.871	0.806	Moderately Evident
32. The procurement and maintenance of varied instructional materials, align with the evolving needs of student-centered learning approaches.	1.903	0.746	Moderately Evident

33. Coordination and management of physical learning spaces to accommodate student-centered learning approaches are effectively executed, ensuring flexibility and adaptability to diverse instructional needs.	3.065	0.727	Evident
34. There is sufficient access to supplemental materials, such as books, online resources, and hands-on learning tools, to support student-centered learning experiences.	1.839	0.820	Moderately Evident
35. Professional development opportunities are offered, thereby optimizing the management of instructional resources and ensuring their effective utilization.	2.839	0.898	Evident
General Assessment	2.303	0.679	Moderately Evident

Legend: 3.500- 4.000 Very Evident; 2.500-3.499 Evident; 1.500-2.499 Moderately Evident; 1.000-1.499 Less Evident

Table 13 presented the assessment of the issues faced by Araling Panlipunan teachers in the implementation of a student-centered learning approach in terms of management of resources. As presented on the table, the respondents assessed indicators number 33 and 35 as Evident, and indicators number 31, 32, and 34 as Moderately Evident. Among the presented indicators, the respondents gave the highest assessment on indicator number 33 “Coordination and management of physical learning spaces to accommodate student-centered learning approaches were effectively executed, ensuring flexibility and adaptability to diverse instructional needs” (3.065), which was shown on the affixed mean. On the other hand, the respondents gave the lowest assessment on indicator number 34 “There was sufficient access to supplemental materials, such as books, online resources, and hands-on learning tools, to support student-centered learning experiences” (1.839), which was shown on the affixed mean. The respondents generated the general assessment of 2.303 to the indicators under management of resources and interpreted it as Moderately Evident. Nurassyl et al. (2023), state that the main obstacle to putting student-centered learning into practice has been the paradigm change and transition from the conventional teacher-centered approach to student-centered learning. They also hinted that sufficient learning resources, the availability of facilities and services that support student-centered learning, instructional aids, digital libraries, internet access, and infrastructure upgrades are necessary for the successful deployment of student-centered learning. Instead of only imparting the lesson information, lecturers in a student-centered class must be able to adaptably use a variety of relevant teaching techniques to meet the unique learning needs of their students.

4. Is there a significant *difference* between the extent of implementation of the student-centered learning approach encountered by Araling Panlipunan teachers when they are grouped according to profile variables? (ANOVA was used)

Table 14
The significant difference between the extent of implementation of the student-centered learning approach encountered by Araling Panlipunan teachers when they are grouped according to profile

Profile	Computed F-value	P value	df	Interpretation	Decision
Age	1.564	0.221	3, 27	Not Significant	Accept Ho
Gender*	0.506	0.000**	29	Significant	Reject Ho
Length of Service	0.078	0.971	3, 27	Not Significant	Accept Ho
Highest Educational Attainment	1.116	0.360	3,27	Not Significant	Accept Ho

***Significant at p<0.01; independent T-test was used to differentiate*

Table 14 showed the difference in the extent of implementation of the student-centered learning approach encountered by Araling Panlipunan teachers when they were grouped according to profile. As shown in the table, it was found that among the profiles of teachers, Age (0.221), Length of Service (0.971), and Highest Educational Attainment (0.360), with their affixed p-values, which were all greater than 0.01, were found to be No Significant Difference with the extent of implementation of the student-centered learning approach. Therefore, the teachers’

Implementation of the student-centered learning approach had no significant difference with age, length of service, and highest educational attainment. In the study conducted by Masongsong et al. (2023), it was found that teacher training programs focusing on student-centered education can be designed and implemented in a manner that effectively reaches teachers across diverse backgrounds and profiles. This implies that educators from varying age groups, educational backgrounds, levels of teaching experience, and prior training in special education can derive equal benefits from such programs. To optimize its efficacy, education authorities, and institutions can adopt a standardized approach to student-centered education training, customizing the content to address the unique needs of individual teachers while ensuring consistency in program quality. This discovery underscores the significance of providing equitable access to inclusive education training for all educators, thereby fostering a more inclusive and equitable educational environment for diverse student populations. On the other hand, the profile of teachers in terms of Gender (0.000), with an attached p-value which was less than 0.01, was found to have a Significant difference with teachers' implementation of the student-centered learning approach. Therefore, the teachers' implementation of the student-centered learning approach had a significant difference with teachers' gender.

Ahmed et al. (2023) propose that classroom management is a multidimensional concept encompassing three key dimensions: managing teaching, managing learners, and managing behaviors. Research examining the distinctions in classroom management across genders reveals significant differences, particularly favoring male teachers in managing teaching and managing behaviors. Additionally, it suggests that teachers, particularly males, tend towards an interventionist rather than a transactional approach to classroom management. Notably, newly graduated and male teachers exhibit a propensity for more intrusive management approaches. Furthermore, a notable discrepancy exists between the classroom management approaches of female and male teachers, with female teachers' strategies appearing more intrusive compared to their male counterparts.

The assessment data and the studies by Masongsong et al. (2023) and Ahmed et al. (2023) revealed insights into the factors influencing the implementation of student-centered learning approaches among Araling Panlipunan teachers. Both the assessment data and Masongsong et al. emphasized that teacher profiles, such as age, length of service, and highest educational attainment, did not significantly impact the extent of implementing student-centered learning, suggesting that training programs could be universally effective across diverse teacher backgrounds. However, both sources highlighted significant differences in implementation based on gender, with the assessment data showing that gender affected how teachers implemented student-centered learning. Ahmed et al. further explained that gender differences influenced classroom management styles, with male teachers favoring more interventionist approaches compared to their female counterparts, who also tended to use more intrusive strategies. This indicated that while equitable training could be designed for various profiles, gender-specific strategies might be necessary to address distinct classroom management styles.

5. Is there a significant *difference* between the extent of issues encountered by Araling Panlipunan teachers when they are grouped according to profile variables?
- 6.

Table 15
Significant difference between the extent of issues encountered by Araling Panlipunan teachers when they are grouped according to age (ANOVA was used)

Issues	Computed F	Df	P value	Interpretation	Decision
Training and Development	1.020	3,27	0.399	No Significant Difference	Accept Ho
Class Sizes	1.065		0.380	No Significant Difference	Accept Ho
Time	0.830		0.489	No Significant Difference	Accept Ho
Student Diversity	0.461		0.712	No Significant Difference	Accept Ho
Technology Integration	0.707		0.556	No Significant Difference	Accept Ho
Assessment of Learning Gains	1.046		0.388	No Significant Difference	Accept Ho
Management of Resources	0.746		0.534	No Significant Difference	Accept Ho
In general/Overall Issues	0.916		0.446	No Significant Difference	Accept Ho

Level of Significance = p < 0.05

Table 15 presented the difference between the extent of issues encountered by Araling Panlipunan teachers when they were grouped according to age. As presented by the table, issues such as Training and Development (0.399), Class Sizes (0.380), Time (0.489), Student Diversity (0.712), Technology Integration (0.556), Assessment of Learning Gains (0.388), and Management of Resources (0.534), with their affixed p-values,

which were all higher than 0.05, were found to have no significant difference. The respondents generated a general significant difference of 0.446 to issues encountered according to age and interpreted it as Not Significant. The result implied that teachers had similar issues encountered regardless of age. In the study conducted by Ganji and Musaie Sejzehie (2022), it was found that there existed no statistically significant correlation between the age groups of teachers and their behaviors. Similarly, the study did not uncover any significant relationship between various age groups and their styles of classroom management. This suggests that age did not play a significant role in influencing the behaviors or classroom management approaches of the teachers involved in the study.

Table 16
Significant difference between the extent of issues encountered by Araling Panlipunan teachers when they are grouped according to gender
(T-test)

Issues	Computed t-test	df	p value	Interpretation	Decision
Training and Development	0.093	29	0.927	No Significant Difference	Accept Ho
Class Sizes	-0.533	29	0.598	No Significant Difference	Accept Ho
Time	-0.407	29	0.687	No Significant Difference	Accept Ho
Student Diversity	-0.801	29	0.430	No Significant Difference	Accept Ho
Technology Integration	0.110	29	0.913	No Significant Difference	Accept Ho
Assessment of Learning Gains	0.028	29	0.978	No Significant Difference	Accept Ho
Management of Resources	0.654	29	0.518	No Significant Difference	Accept Ho
In general/Overall Issues	-0.131	29	0.896	No Significant Difference	Accept Ho

Table 16 presented the difference between the extent of issues encountered by Araling Panlipunan teachers when they were grouped according to gender. As presented by the table, issues such as Training and Development (0.927), Class Sizes (0.598), Time (0.687), Student Diversity (0.430), Technology Integration (0.913), Assessment of Learning Gains (0.978), and Management of Resources (0.518), with their affixed p-values, which were all higher than 0.05, were found to have no significant difference. The respondents generated a general significant difference of 0.896 to issues encountered according to gender and interpreted it as Not Significant. The result implied that teachers had similar issues encountered regardless of gender. Both the assessment data and Hashempour et al. (2024) indicated that gender did not significantly influence the issues encountered by teachers in the implementation of student-centered learning approaches. The assessment data showed that issues such as Training and Development, Class Sizes, Time, Student Diversity, Technology Integration, Assessment of Learning Gains, and Management of Resources had no significant difference based on gender, with a general significance level interpreted as Not Significant. Similarly, Hashempour et al. found no significant differences between male and female instructors in their utilization of classroom management styles, strategies, skills, and attitudes toward classroom management. These findings suggested that teachers faced similar challenges and adopted comparable classroom management approaches regardless of gender.

Table 17
The significant difference between the extent of issues encountered by Araling Panlipunan teachers when they are grouped according to Length of Service
(ANOVA was used)

Issues	computed F-test	df	p value	Interpretation	Decision
Training and Development	2.875	3,27	0.055	No Significant Difference	Accept Ho
Class Sizes	0.166		0.918	No Significant Difference	Accept Ho

Time	0.056		0.982	No Significant Difference	Accept Ho
Student Diversity	0.242		0.866	No Significant Difference	Accept Ho
Technology Integration	0.344		0.794	No Significant Difference	Accept Ho
Assessment of Learning Gains	1.093		0.369	No Significant Difference	Accept Ho
Management of Resources	0.323		0.809	No Significant Difference	Accept Ho
In general/Overall Issues	0.339		0.798	No Significant Difference	Accept Ho

Level of Significance = $p < 0.05$

Table 17 presented the difference between the extent of issues encountered by Araling Panlipunan teachers when they were grouped according to length of service. As presented by the table, issues such as Training and Development (0.055), Class Sizes (0.918), Time (0.982), Student Diversity (0.866), Technology Integration (0.794), Assessment of Learning Gains (0.369), and Management of Resources (0.809), with their affixed p-values, which were all higher than 0.05, were found to have no significant difference. The respondents generated a general significant difference of 0.798 to issues encountered according to length of service and interpreted it as Not Significant. The result implied that teachers had similar issues encountered regardless of length of service. In their study, Graham et al. (2020) explored the potential correlation between teachers' years of experience and teaching quality, as assessed through class scores from observations of 80 classroom teachers spanning from Prep to Grade 3. Initially, teachers' experience was divided into two categories: Beginning (0–3 years) and Experienced (more than 3 years). Their analysis revealed no significant discrepancies between Beginning and Experienced teachers across the three domains or 10 dimensions measured by the class. These results aligned with prior research utilizing the class, which similarly found no discernible variances between novice and experienced teachers.

Table 18

The significant difference between the extent of issues encountered by Araling Panlipunan teachers when they are grouped according to Highest educational Attainment (ANOVA was used)

Issues	computed F-test	df	p value	Interpretation	Decision
Training and Development	0.263	3, 27	0.851	No Significant Difference	Accept Ho
Class Sizes	0.150		0.929	No Significant Difference	Accept Ho
Time	0.551		0.652	No Significant Difference	Accept Ho
Student Diversity	0.966		0.423	No Significant Difference	Accept Ho
Technology Integration	0.008		0.999	No Significant Difference	Accept Ho
Assessment of Learning Gains	0.508		0.680	No Significant Difference	Accept Ho
Management of Resources	0.228		0.876	No Significant Difference	Accept Ho
In general/Overall Issues	0.271		0.846	No Significant Difference	Accept Ho

Level of Significance = $p < 0.05$

Table 18 presented the difference between the extent of issues encountered by Araling Panlipunan teachers when they were grouped according to educational attainment. As presented by the table, issues such as Training and Development (0.851), Class Sizes (0.929), Time (0.652), Student Diversity (0.423), Technology Integration (0.999), Assessment of Learning Gains (0.680), and Management of Resources (0.876), with their affixed p-values, which were all higher than 0.05, were found to have no significant difference. The respondents generated a general significant difference of 0.846 to issues encountered according to educational attainment and interpreted it as Not Significant.

The result implied that teachers had similar issues encountered regardless of educational attainment. In the study conducted by Ware and Kitsantas (2007), teachers with various academic degrees (B.A., M.A., and PhD) participated, and their responses to a questionnaire were analyzed using ANOVA based on their academic qualifications. The findings indicated that academic degrees did not appear to influence how teachers in the study chose to manage their classrooms. This suggests that the level of formal education attained by teachers did not significantly affect their classroom management styles. While limited research exists on the impact of teachers' academic degrees on their teaching styles or classroom management, one related area of inquiry is the association between teaching practices and teachers' self-efficacy. Previous studies have demonstrated that self-efficacy plays a crucial role in teachers' effectiveness and job commitment. Teachers who possess a strong sense of self-efficacy are more likely to demonstrate dedication to their profession.

6. Is there a significant relationship between the implementation extent and issues encountered by Araling Panlipunan teachers? (PEARSON R)

Table 19
Significant Relationship Between the Implementation Extent and Issues Encountered by Araling Panlipunan Teachers

	Pearson Correlation	P value	Pearson correlation Interpretation	P value int	Decision
Training and Development	0.577**	0.001	Moderate Correlation	Significant	Reject H ₀
Class Sizes	0.529**	0.002	Moderate Correlation	Significant	Reject H ₀
Time	0.459**	0.009	Moderate Correlation	Significant	Reject H ₀
Student Diversity	0.379*	0.036	Weak Correlation	Significant	Reject H ₀
Technology Integration	0.234	0.206	Weak Correlation	Not Significant	Accept H ₀
Assessment of Learning Gains	0.452*	0.011	Moderate Correlation	Significant	Reject H ₀
Management of Resources	0.581**	0.001	Moderate Correlation	Significant	Reject H ₀
In general/Overall Issues	0.579**	0.001	Moderate Correlation	Significant	Reject H ₀

**Significant at p<0.05, **Significant at p<0.01*

Legend to interpret r

0.00 No correlation

±0.01 to ± 0.20 Very weak [(-)inverse] Correlation

±0.21 to ±0.40 Weak [(-)inverse] Correlation

± 0.41 to ±0.70 Moderate [(-)inverse] Correlation

±0.71 to 0.90 Strong [(-)inverse]Correlation

±0.91 to ±0.99 Very Strong [(-)inverse]Correlation

±1.00 Perfect[(-)inverse] Correlation

Table 19 showed the significant relationship between the implementation extent and issues encountered by Araling Panlipunan teachers. As shown in the table, issues such as Training and Development (0.001), Class Sizes (0.002), Time (0.009), Student Diversity (0.036), Assessment of Learning Gains (0.011), and Management of Resources (0.001), which were all less than 0.05, were found to be Significantly Related, leading to Rejecting the Null Hypothesis. Therefore, issues such as Training and Development, Class Sizes, Student Diversity, Assessment of Learning Gains, and Management of Resources were Significantly related to the implementation of student-centered learning approaches in Araling Panlipunan classes. Research has indicated that teacher training and ongoing professional development initiatives emphasizing student-centered pedagogies play a crucial role in effectively implementing student-centered learning.

Educators who undergo comprehensive training are more inclined to integrate student-centered approaches into their teaching practices (Darling-Hammond et al., 2022). Blatchford et al. (2023) discovered that smaller class sizes can enhance the adoption of student-centered learning by enabling educators to offer more personalized attention and support to each student. Smaller class sizes correlate with heightened student engagement, participation, and academic achievement. Student diversity, encompassing factors such as cultural background, language proficiency, and learning needs, can impact the execution of student-centered learning. Educators are required to utilize inclusive teaching strategies and tailor instruction to effectively address the varied needs of their students (Tomlinson, 2019). According to Hattie and Timperley (2022), effective assessment practices are crucial for student-centered learning. Studies highlight the significance of employing formative assessment methods, including feedback, self-assessment, and peer assessment, to monitor student progress, direct instruction, and foster student ownership of learning. Sufficient allocation and effective management of resources, encompassing instructional materials and physical space, are instrumental in facilitating the adoption of student-centered learning. Educational institutions need to prioritize investments in resources that promote active learning, collaboration, and inquiry-based instruction (Darling-Hammond, 2021). On the other hand, the issue in terms of Technology Integration (0.206), which was greater than 0.05, was found to be Not Significantly Related, which led to the Acceptance of the Null Hypothesis. Therefore, technology integration was Not Significantly related to the implementation of student-centered learning approaches in Araling Panlipunan classes.

Roschelle et al. (2021) emphasized that simply having computers in the classroom does not guarantee their effective utilization. They underscored the importance of a student-centered approach to teaching and learning. This implies that while technology integration is valuable, its effectiveness depends on how it is implemented within a pedagogical framework that prioritizes student engagement, collaboration, and active learning. Thus, the mere presence of computers should be complemented by thoughtful instructional design and pedagogical strategies to foster meaningful learning experiences for students.

7. Based from the findings what teacher development program can be developed?

Proposed Teacher Development Program

RATIONALE : Project ALIKA, the Araling Panlipunan Learning Initiative for Knowledge Advancement, is centered on transforming the educational landscape for both Araling Panlipunan teachers and students. Its primary objectives are multifaceted, designed to equip educators with essential pedagogical knowledge and practical skills while fostering collaborative networks and promoting the development of engaging, inquiry-driven learning experiences. The first objective focuses on empowering educators with the pedagogical tools necessary for implementing student-centered learning methodologies effectively. Rooted in constructivist theories, which underscore the importance of active student engagement and social interaction in the learning process, this objective emphasizes experiential, problem-based, and inquiry-driven approaches. Through these methods, teachers empower students to construct their understanding and knowledge actively, thereby facilitating deeper and more meaningful learning experiences.

The second objective aims to cultivate a collaborative learning network among Araling Panlipunan teachers. Drawing inspiration from the concept of a community of practice, this objective encourages educators to share best practices, resources, and support within a supportive network. By fostering an environment of collaboration and knowledge exchange, this initiative not only enhances professional growth but also stimulates the generation of innovative ideas and strategies, ultimately enhancing student learning outcomes. Lastly, the third objective endeavors to enhance teachers' capacity to design engaging and inquiry-driven learning experiences that promote critical thinking, collaboration, and active citizenship among students. Grounded in frameworks such as the 21st Century Skills Framework and Bloom's Taxonomy (Revised), this objective underscores the importance of developing higher-order thinking skills and nurturing civic responsibility. Practices such as project-based learning, Socratic questioning, and service learning are utilized to encourage students to apply their knowledge in real-world contexts, thereby deepening their understanding of content and fostering active engagement in addressing societal issues.

Project ALIKA: Araling Panlipunan Learning Initiative for Knowledge Advancement

PHASE 1					
General Objective: Establish a foundational understanding and initial implementation of best practices across all focus areas, ensuring teachers and students have the necessary resources, training, and support to integrate new strategies effectively.					
Key Results Area	Objectives	Plan of Action	Persons Involve	Time Frame	Success Indicator
Training and Development	<p>Establish a collaborative network among Araling Panlipunan teachers.</p> <p>Provide foundational training on student-centered learning methodologies.</p> <p>Identify specific needs and challenges related to transitioning to student-centered approaches.</p>	<p>Professional Learning Communities (PLCs): Form PLCs at the school and district levels to facilitate regular meetings and sharing sessions.</p> <p>Introductory Workshops: Offer initial workshops on the principles and benefits of student-centered learning.</p> <p>Develop Resource Repository: Create an online platform where teachers can share resources, lesson plans, and best practices.</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Education Program Supervisor</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan teachers</p>	<p>PLC formation: July 29, 2024 – September 30, 2024</p> <p>Introductory workshops: October 1, 2024 – November 29, 2024</p> <p>Resource repository development: December 2, 2024 – April 30, 2025</p>	<p>Formation of active PLCs</p> <p>Attendance and feedback from introductory workshops</p> <p>Active participation in the online resource repository</p>
Class Sizes	<p>Introduce strategies for maintaining engagement and managing behavior in large classes.</p> <p>Provide initial training and resources to improve classroom dynamics.</p>	<p>Initial Training Workshops: Organize workshops focusing on strategies for engagement, classroom management, and behavior management in large classes.</p> <p>Pilot Programs: Implement pilot programs</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Head Teacher</p> <p>Grade Level Coordinators</p> <p>Araling Panlipunan teachers</p>	<p>Initial training workshops: July 29, 2024 – November 29, 2024</p> <p>Pilot programs: December 2, 2024 – April 30, 2025</p>	<p>Positive feedback and high participation in training workshops</p> <p>Successful implementation and positive feedback from pilot programs</p>

		in selected schools to test new strategies and gather feedback.			
Time	<p>Introduce initial strategies to improve time management and efficiency.</p> <p>Provide training and resources to help teachers optimize their time.</p>	<p>Initial Training Workshops: Organize workshops focused on time management techniques, prioritization, and efficient lesson planning.</p> <p>Develop Time-Saving Resources: Create and distribute materials such as templates, checklists, and digital tools to help streamline lesson planning and grading.</p> <p>Pilot Time Management Tools: Implement pilot programs to test time management tools and strategies in selected schools and gather feedback.</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Head Teacher</p> <p>Grade Level Coordinators</p> <p>Araling Panlipunan teachers</p>	<p>Initial training workshops: July 29, 2024 – November 29, 2024</p> <p>Resource development: December 2, 2024 – February 28, 2025</p> <p>Pilot programs: March 3, 2025 – April 30, 2025</p>	<p>Positive feedback and high participation in training workshops</p> <p>Distribution and use of time-saving resources</p> <p>Successful implementation and positive feedback from pilot programs</p>
Student Diversity	<p>Raise awareness about the importance of diversity, inclusion, and cross-cultural understanding in the classroom.</p> <p>Provide initial training and resources to help teachers</p>	<p>Initial Training Workshops: Organize workshops focused on the basics of diversity, inclusion, and cultural competence.</p> <p>Develop Resource Repository: Start compiling</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Head Teacher</p> <p>Araling Panlipunan teachers</p>	<p>Initial training workshops: July 29, 2024 – November 29, 2024</p> <p>Resource repository development: December 2, 2024 – February 28, 2025</p> <p>Inclusive</p>	<p>Positive feedback and high participation in training workshops</p> <p>Creation and initial use of the resource repository</p> <p>Distribution and adoption of inclusive</p>

	<p>foster an inclusive environment.</p> <p>Begin developing a repository of resources for promoting cross-cultural understanding and empathy.</p>	<p>and curating a repository of multicultural materials, lesson plans, and activities.</p> <p>Create Inclusive Classroom Guidelines: Develop and distribute guidelines for fostering an inclusive classroom environment.</p>		<p>classroom guidelines creation: March 3, 2025 – April 30, 2025</p>	<p>classroom guidelines</p>
Technology Integration	<p>Develop a plan for improving technology infrastructure and accessibility.</p>	<p>Develop a Technology Improvement Plan: Create a plan for upgrading infrastructure, acquiring necessary devices, and providing training.</p> <p>Secure Funding: Identify potential funding sources and develop proposals for securing resources for technology improvements.</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Head Teacher</p> <p>ICT Coordinator</p> <p>Araling Panlipunan Teachers</p>	<p>Development of improvement plan: July 29, 2024 – November 29, 2024</p> <p>Funding acquisition: December 2, 2024 – April 30, 2025</p>	<p>Development of a comprehensive improvement plan</p> <p>Securing funding for technology improvements</p>
Assessment of Learning Gains	<p>Enhance the diversity of assessment methods to cater to diverse learning styles and abilities.</p> <p>Introduce peer evaluation as a component of student-centered approaches to foster collaboration</p>	<p>Assessment Method Diversity Training: Conduct workshops to introduce teachers to a variety of assessment methods, including formative assessments, project-based assessments,</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Education Program Supervisor</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan</p>	<p>Assessment method diversity training: July 29, 2024 – September 30, 2024</p> <p>Peer evaluation workshops: October 1, 2024 – November 29, 2024</p> <p>Assessment</p>	<p>Attendance and engagement in assessment method diversity training workshops</p> <p>Successful implementation of pilot peer evaluation programs</p> <p>Positive feedback from</p>

	and provide valuable insights into individual and group performance.	and performance assessments. Peer Evaluation Workshops: Provide training sessions on the principles and practices of peer evaluation, including guidelines for constructive feedback and collaboration. Assessment Design Review: Collaborate with teachers to review and adapt existing assessments to incorporate differentiated activities and peer evaluation components. Pilot Peer Evaluation: Implement pilot programs in select classrooms to test peer evaluation processes and gather feedback from teachers and students.	teachers	design review: December 2, 2024 – February 28, 2025 Pilot peer evaluation: March 3, 2025 – April 30, 2025	teachers and students regarding the effectiveness of peer evaluation Documentation of revised assessment designs incorporating differentiated activities and peer evaluation components
Management of Resources	Assess current resource availability and identify gaps in supplemental materials. Begin acquiring necessary supplemental materials to support student-centered	Conduct Resource Needs Assessment: Survey teachers to identify current resource gaps and prioritize needs for supplemental materials. Initial Resource	Project Coordinator School Head Education Program Supervisor Head Teacher Araling Panlipunan teachers	Resource needs assessment: July 29, 2024 – September 30, 2024 Initial resource acquisition: October 1, 2024 – November 29, 2024 Development	Completion and analysis of the resource needs assessment Successful acquisition and distribution of initial supplemental materials Implementation of an efficient

	<p>learning.</p> <p>Develop an initial resource management system to ensure efficient use and access to materials.</p>	<p>Acquisition: Purchase a selection of high-priority supplemental materials, such as books, online subscriptions, and hands-on learning tools.</p> <p>Develop Resource Management System: Create a system for cataloging and managing resources, ensuring they are easily accessible to teachers and students.</p> <p>Pilot Resource Utilization: Implement pilot programs in select classrooms to test the use and effectiveness of newly acquired resources.</p>	<p>Librarian</p> <p>ICT Coordinator</p>	<p>of resource management system: December 2, 2024 – February 28, 2025</p> <p>Pilot resource utilization: March 3, 2025 – April 30, 2025</p>	<p>resource management system</p> <p>Positive feedback from pilot program participants on resource utilization</p>
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PHASE 2

General Objective: Expand the reach and integration of best practices in all focus areas, providing ongoing support and professional development to ensure effective and consistent implementation throughout the educational environment.

Key Results Area	Objectives	Plan of Action	Persons Involve	Time Frame	Success Indicator
Training and Development	<p>Deepen teachers' understanding and skills in student-centered learning methodologies.</p> <p>Facilitate the implementation of student-centered approaches in</p>	<p>Advanced Workshops: Conduct workshops on specific student-centered strategies such as inquiry-based learning, project-based learning, and differentiated instruction.</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Head Teacher</p> <p>Education Program Supervisor</p> <p>Master Teachers</p>	<p>Advanced workshops: June 2, 2025 – October 31, 2025</p> <p>Classroom observations: November 4, 2025 – March 27, 2026</p> <p>Mentorship program</p>	<p>Increased teacher confidence and competence in student-centered methodologies</p> <p>Documented instances of successful implementation in classrooms</p>

	<p>classrooms.</p> <p>Provide ongoing support and professional development.</p>	<p>Classroom Observations: Organize peer observation sessions where teachers can observe and provide feedback on student-centered practices.</p> <p>Mentorship Program: Establish a mentorship program pairing experienced teachers with those new to student-centered approaches.</p>	<p>Araling Panlipunan Teachers</p>	<p>initiation: Throughout the year</p>	<p>Positive feedback and growth in mentees' teaching practices</p>
Class Sizes	<p>Implement effective classroom management strategies across all participating schools.</p> <p>Provide ongoing support and professional development to teachers.</p> <p>Foster a collaborative environment for sharing best practices and experiences.</p>	<p>Widespread Implementation: Roll out classroom management strategies identified in the pilot programs to all schools.</p> <p>Ongoing Professional Development: Conduct regular follow-up workshops and training sessions to reinforce strategies and introduce new techniques.</p> <p>Support Network: Create a support network, such as an online forum or regular meetings, where teachers can share challenges and solutions.</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan Teachers</p>	<p>Widespread implementation: June 2, 2025 – August 29, 2025</p> <p>Ongoing professional development: Throughout the year</p> <p>Support network creation: Throughout the year</p>	<p>Successful implementation of strategies in all schools</p> <p>Increased teacher confidence and effectiveness in managing large classes</p> <p>Active participation and engagement in the support network</p>
Time	<p>Implement effective time management</p>	<p>Widespread Implementation: Roll out time</p>	<p>Project Coordinator</p>	<p>Widespread implementation: June 2, 2025 –</p>	<p>Successful implementation of time</p>

	<p>strategies across all participating schools.</p> <p>Provide ongoing support and professional development to teachers.</p> <p>Foster a collaborative environment for sharing best practices and experiences in time management.</p>	<p>management strategies and tools identified in the pilot programs to all schools.</p> <p>Ongoing Professional Development: Conduct regular follow-up workshops and training sessions to reinforce time management techniques and introduce new tools.</p> <p>Utilize Technology: Introduce and train teachers on technology tools (e.g., learning management systems, and automated grading tools) to save time and streamline tasks.</p>	<p>School Head</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan Teachers</p> <p>ICT Coordinator</p>	<p>August 29, 2025</p> <p>Ongoing professional development: Throughout the year</p> <p>Technology tool introduction: June 2, 2025 – October 31, 2025</p>	<p>management strategies in all schools</p> <p>Increased teacher efficiency in managing time</p> <p>High usage and positive impact of technology tools on time management</p>
Student Diversity	<p>Integrate diverse perspectives and cross-cultural understanding into the curriculum and classroom activities.</p> <p>Provide ongoing support and professional development to teachers.</p> <p>Foster a school-wide culture of inclusivity and empathy.</p>	<p>Curriculum Integration: Work with curriculum developers to integrate multicultural perspectives and cross-cultural understanding into the Araling Panlipunan curriculum.</p> <p>Ongoing Professional Development: Conduct regular workshops and training sessions on advanced</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Education Program Supervisor</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan Teachers</p> <p>Student leaders</p>	<p>Throughout the year</p>	<p>Successful integration of diverse perspectives into the curriculum</p> <p>Increased teacher competence in promoting diversity and empathy</p> <p>Successful implementation and impact of student-led initiatives</p>

		<p>strategies for promoting diversity and empathy.</p> <p>Student-Led Initiatives: Encourage and support student-led projects and activities that promote cultural understanding and empathy.</p>			
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Technology Integration	<p>Implement technological improvements and ensure equitable access for all students.</p> <p>Provide training and support to teachers and students in using technology effectively.</p> <p>Integrate technology tools into classroom instruction to enhance learning experiences.</p>	<p>Deploy Technology Resources: Acquire and distribute laptops, tablets, interactive boards, and other necessary devices to schools.</p> <p>Teacher Training Workshops: Conduct workshops to train teachers in effectively integrating technology into their instructional practices.</p> <p>Student Training Sessions: Provide students with training sessions on using technology tools for learning and collaboration.</p> <p>Pilot Technology Integration: Implement pilot</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Teachers</p> <p>ICT Coordinator</p> <p>Students</p>	<p>Deployment of technology resources: June 2, 2025 – August 29, 2025</p> <p>Teacher training workshops: September 1, 2025 – October 31, 2025</p> <p>Student training sessions: November 4, 2025 – January 30, 2026</p> <p>Pilot technology integration: February 2, 2026 – March 27, 2026</p>	<p>Successful deployment and distribution of technology resources</p> <p>Positive feedback and increased confidence among teachers and students in using technology</p> <p>Documented instances of successful technology integration in pilot classrooms</p> <p>Improved engagement and learning outcomes in classrooms with technology integration</p>
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		programs in select classrooms to test technology integration strategies and gather feedback.			
Assessment of Learning Gains	<p>Implement diverse assessment methods and peer evaluation practices across all participating classrooms.</p> <p>Provide ongoing support and training to teachers in implementing and refining assessment strategies.</p> <p>Integrate assessment data and insights into instructional planning and student support.</p>	<p>Implementation Support: Provide ongoing support to teachers in implementing diverse assessment methods and peer evaluation practices in their classrooms.</p> <p>Professional Development Workshops: Conduct workshops and training sessions on advanced assessment techniques and strategies for effective peer evaluation.</p> <p>Data Analysis and Action Planning: Collaborate with teachers to analyze assessment data and use insights to inform instructional planning and student support efforts.</p>	<p>Project Coordinator</p> <p>Education Program Supervisor</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan Teachers</p>	<p>Implementation support: Throughout the year</p> <p>Professional development workshops: June 2, 2025 – October 31, 2025</p> <p>Data analysis and action planning: November 4, 2025 – March 27, 2026</p>	<p>Successful implementation of diverse assessment methods and peer evaluation practices in all classrooms</p> <p>Increased teacher confidence and competence in assessment and peer evaluation</p> <p>Documentation of data-informed instructional planning and student support efforts</p>
Management of Resources	Expand the collection of supplemental materials to cover a wider range of subjects and learning styles.	Further Resource Acquisition: Continue acquiring a broader range of supplemental materials,	<p>Project Coordinator</p> <p>School Head</p> <p>Head Teacher</p> <p>Araling</p>	<p>Further resource acquisition: June 2, 2025 – October 31, 2025</p> <p>Curriculum</p>	<p>Expanded collection of supplemental materials</p> <p>Increased integration of supplemental</p>

	<p>Integrate the use of supplemental materials into the regular curriculum and instructional practices.</p> <p>Provide training and support to teachers on effectively utilizing supplemental materials.</p>	<p>including digital and physical resources.</p> <p>Curriculum Integration Workshops: Conduct workshops to help teachers integrate supplemental materials into their lesson plans and instructional strategies.</p> <p>Resource Utilization Training: Provide ongoing training sessions on best practices for using supplemental materials to enhance student-centered learning.</p> <p>Monitor and Evaluate Usage: Regularly monitor and evaluate the use of supplemental materials in classrooms, gathering feedback to inform future acquisitions and support.</p>	<p>Panlipunan Teachers</p> <p>Librarian</p> <p>ICT Coordinator</p>	<p>integration workshops: September 1, 2025 – January 30, 2026</p> <p>Resource utilization training: Throughout the year</p> <p>Monitoring and evaluation: February 2, 2026 – March 27, 2026</p>	<p>materials into lesson plans and classroom activities</p> <p>Positive feedback from teachers on the effectiveness of training sessions</p> <p>Documented improvement in student engagement and learning outcomes</p>
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PHASE 3					
General Objective: Evaluate the effectiveness of implemented strategies in all focus areas, refine practices based on feedback, and develop sustainability plans to ensure the long-term success and continuous improvement of educational initiatives.					
Key Results Area	Objectives	Plan of Action	Persons Involve	Time Frame	Success Indicator
Training and	Evaluate the	Conduct a	Project	Throughout the	Detailed

<p>Development</p>	<p>effectiveness of the training and development initiatives.</p> <p>Refine and sustain the collaborative culture and student-centered practices.</p> <p>Ensure long-term integration of student-centered learning methodologies.</p>	<p>thorough evaluation of the past two years' initiatives, including teacher feedback, student outcomes, and classroom practices.</p> <p>Based on evaluation results, hold workshops to address identified gaps and refine strategies.</p> <p>Develop a sustainability plan to ensure ongoing support for student-centered learning practices, including securing funding and resources.</p>	<p>Coordinator School Head Education Program Supervisor Head Teacher Master Teachers Araling Panlipunan Teachers</p>	<p>year (June 1, 2026 – March 31, 2027)</p>	<p>evaluation report with actionable insights</p> <p>Refinement and enhancement of teaching practices</p> <p>Established a sustainability plan with long-term goals and resources</p>
<p>Class Sizes</p>	<p>Evaluate the effectiveness of classroom management strategies and support systems.</p> <p>Improve strategies based on feedback and evaluation results.</p> <p>Ensure sustainability and continuous improvement of classroom management practices.</p>	<p>Perform a comprehensive assessment of classroom management initiatives, incorporating feedback from teachers and students and classroom observations.</p> <p>Based on the evaluation findings, organize workshops to tackle identified challenges and enhance strategies.</p>	<p>Project Coordinator School Head Education Program Supervisor Head Teacher Master Teachers Araling Panlipunan Teachers</p>	<p>Throughout the year (June 1, 2026 – March 31, 2027)</p>	<p>Comprehensive evaluation report with practical recommendations</p> <p>Improvement and advancement of classroom management strategies</p> <p>Developed a sustainability plan with long-term objectives and resources</p>

		Create a sustainability plan to ensure ongoing support and continuous improvement of classroom management practices.			
Time	<p>Assess the efficacy of time management strategies and support systems.</p> <p>Enhance and iterate strategies according to feedback and evaluation outcomes.</p> <p>Secure sustainability and ongoing enhancement of time management practices.</p>	<p>Evaluate time management initiatives by gathering teacher feedback and analyzing time usage.</p> <p>Organize trainings to tackle identified challenges and improve strategies based on evaluation findings.</p> <p>Create a sustainability plan for continuous support and enhancement of time management practices.</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Education Program Supervisor</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan Teachers</p>	Throughout the year (June 1, 2026 – March 31, 2027)	<p>A detailed evaluation report with practical insights was produced.</p> <p>Time management strategies were improved.</p> <p>A sustainability plan with long-term objectives and resources was created.</p>
Student Diversity	<p>Evaluate the effectiveness of diversity and inclusion initiatives.</p> <p>Refine and improve strategies based on feedback and evaluation results.</p> <p>Ensure the sustainability and continuous improvement of diversity and inclusion</p>	<p>Evaluate diversity and inclusion efforts with feedback and observations.</p> <p>Organize workshops to refine strategies based on evaluation findings.</p> <p>Create a sustainability plan for ongoing support and</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Education Program Supervisor</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan Teachers</p>	Throughout the year (June 1, 2026 – March 31, 2027)	<p>Produce a comprehensive evaluation report containing detailed insights that can be acted upon.</p> <p>Refine and enhance strategies related to diversity and inclusion to foster improvement.</p> <p>Develop a sustainability plan that outlines long-term goals and</p>

	practices.	improvement.			identifies necessary resources for support.
Technology Integration	<p>Assess the impact of technology integration on teaching and learning outcomes.</p> <p>Identify areas for improvement and refinement in technology use.</p> <p>Develop a sustainability plan for maintaining and enhancing technology integration efforts.</p>	<p>Evaluation of the impact of technology integration on teaching practices and student outcomes.</p> <p>Address identified challenges and refined strategies for technology integration.</p> <p>Outlining long-term goals, resource allocation, and ongoing professional development for technology integration.</p> <p>Provide additional training and support to teachers and students to further enhance their proficiency in using technology tools.</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Education Program Supervisor</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling Panlipunan Teachers</p> <p>Students</p>	Throughout the year (June 1, 2026 – March 31, 2027)	<p>Detailed evaluation report with actionable insights</p> <p>Refinement and enhancement of technology integration strategies</p> <p>Established sustainability plan with long-term goals and resources</p> <p>Increased proficiency and confidence among teachers and students in using technology for learning</p>
Assessment of Learning Gains	<p>Assess the effectiveness of diverse assessment methods and peer evaluations, identify areas for improvement, and devise a plan for ongoing enhancement of assessment</p>	<p>Evaluate diverse assessment methods and peer evaluation practices, refine strategies through workshops, and create a sustainability plan for continuous improvement in assessment</p>	<p>Project Coordinator</p> <p>School Head</p> <p>Education Program Supervisor</p> <p>Head Teacher</p> <p>Master Teachers</p> <p>Araling</p>	Throughout the year (June 1, 2026 – March 31, 2027)	<p>Create a comprehensive assessment report with actionable recommendations, refine assessment and peer evaluation strategies, and establish a sustainability plan for long-term support and resource allocation.</p>

	practices.	practices.	Panlipunan Teachers		
Management of Resources	Examine the impact of supplemental materials on student-centered learning outcomes, refine the resource management system based on feedback, and develop a sustainable plan for continuous resource acquisition and management.	Perform a thorough assessment of the effects of supplemental materials, conduct refinement workshops to tackle challenges, and create a sustainability plan for continuous resource management and acquisition.	Project Coordinator School Head Education Program Supervisor Head Teacher Master Teachers Araling Panlipunan Teachers Librarian ICT Coordinator	Throughout the year (June 1, 2026 – March 31, 2027)	A comprehensive report was crafted, abundant in insightful recommendations, while the resource management system was refined and elevated, and a sustainable roadmap was forged, rich with clear long-term goals and resource provisions.

V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presented the summary, findings, conclusion, and recommendation based on the gathered data on the extent of implementation and issues encountered by araling panlipunan teachers in student-centered learning approach.

Summary of Significant Findings

From the gathered data the following were the findings of the study:

1. On the profile of the teacher-respondents
 - ✚ In terms of Age, 10 or 32.26% belong to ages 41 to 50, 9 or 29.03% were 21 to 30 years old, 9 or 29.03% were 31 to 40 years old, and 3 or 9.68% were 51 years old and above.
 - ✚ In terms of Gender, 21 or 67.74% of the teachers involved in this study are female and 10 or 32.26%, were males.
 - ✚ In terms of length of service, 13 or 41.94% of the teachers involved have been in service for 1 to 5 years, 12 or 38.71% of them are in the service for 6 to 10 years, 3 or 9.68% of them are in the service for 11 to 15 years, and 3 or 9.68% of the teachers have been in service for 15 years and above.
 - ✚ In terms of highest educational attainment, 17 or 54.84% of respondents have attained a Bachelor’s degree with units in MA, 7 or 22.58% have finished their Bachelor's degree, 6 or 19.35% of them are Master’s degree holder, and 1 or 3.23% of them have attained the Master's degree with units in Doctorate.
2. On the extent of implementation of student-centered learning approach of Araling Panlipunan teachers.

The respondents have generated a general assessment of 3.200 which means that respondents Highly Implement the student-centered learning approach in their Araling Panlipunan classes.
3. On the extent of issues faced by Araling Panlipunan teachers in the implementation of student-centered learning approach relative to:
 - ✚ Training and Development, the respondents have generated the general assessment of 2.948 to the indicators under training and development and interpreted as Evident.
 - ✚ Class Size, the respondents have generated the general assessment of 2.374 to the indicators under class size and interpreted as Moderately Evident.
 - ✚ Time, the respondents have generated the general assessment of 2.703 to the indicators under time and interpreted as Evident.
 - ✚ Student Diversity, the respondents have generated the general assessment of 2.961 to the indicators under

- student diversity and interpreted as Evident.
- ✚ Technology Integration, the respondents have generated the general assessment of 2.084 to the indicators under technology integration and interpreted as Moderately Evident.
 - ✚ Assessment of Learning Gains, the respondents have generated the general assessment of 3.116 to the indicators under assessment of learning gains and interpreted as Evident.
 - ✚ Management of Resources, The respondents have generated the general assessment of 2.303 to the indicators under management of resources and interpreted as Moderately Evident.
4. On the significant difference in the extent of implementation of the student-centered learning approach encountered by Araling Panlipunan teachers when grouped according to profile variables.
It turned out that among the profile of teachers, Age (0.221), Length of Service (0.971) and Highest Educational Attainment (0.360) with their affixed p-value which are all greater than 0.01 were found to be No Significant Difference. Meanwhile, profile of teachers in terms of Gender (0.000) with their attached p-value which are less than 0.01 were found to have Significant difference.
 5. On the significant difference in the extent of issues encountered by Araling Panlipunan teachers when grouped according to profile variables.
It turned out that among the profile of teachers, Age (0.446), Gender (0.896), Length of Service (0.798) and Highest Educational Attainment (0.846) with their affixed p-value which are all greater than 0.01 were found to be No Significant Difference.
 6. On the significant relationship between the implementation extent and issues encountered by Araling Panlipunan teacher.
The issues such as Training and Development (0.001), Class Sizes (0.002), Time (0.009), Student Diversity (0.036), Assessment of Learning Gains (0.011), and Management of Resources (0.001) which are all less than 0.05 were found Significantly Related which leads to Reject the Null Hypothesis. Meanwhile, the issue in terms of Technology Integration (0.206) which is greater than 0.05 was found to be Not Significantly Related which leads to Accept the Null Hypothesis.
 7. There is a need to make a program of activities: Basis for Teacher Development Program.

Conclusions

From the findings of the study, the following were the conclusion of the study:

1. The majority of the teacher-respondents involved in this study are middle-aged adults, the majority of the teachers involved are female, majority of the teachers involved in this study have been teaching for 1 to 5 years. Further, dominant among the teacher-respondents are Bachelor's degree holders with units in Masters.
2. The teacher-respondents Highly Implement the student-centered learning approach in their Araling Panlipunan classes. The teachers prioritize fostering collaborative learning environments, utilizing peer teaching to deepen comprehension, scaffolding learning for gradual independence, integrating student feedback into lesson refinement, and promoting student autonomy in goal-setting and learning processes.
- ✚ The teachers in the study experience seamless collaboration with their fellow Araling Panlipunan teachers, fostering a culture of sharing best practices. However, there's a lack of comprehensive guidance on transitioning to student-centered approaches, although training initiatives do address subject-specific needs and challenges.
- ✚ The teachers involved in the study effectively maintain engagement and participation among a large number of students. However, they encounter challenges in managing classroom dynamics and behavior within this context.
- ✚ The teachers involved in the study manage to find adequate time for lesson planning and preparation alongside other teaching duties. However, they face challenges in providing timely individual feedback and support to students within the constraints of available time.
- ✚ The teachers involved in the study effectively foster inclusion, ensuring every student feels valued and represented in classroom activities. However, they lack abundant resources and strategies for promoting cross-cultural understanding and empathy among students.
- ✚ The teachers in the study enhance the learning experience through video presentations, offering visual and auditory stimuli to complement the subject matter. However, they face a lack of readily accessible appropriate technology tools and devices, such as laptops, tablets, and interactive boards, for all students.
- ✚ The teachers in the study implement differentiated activities, catering to diverse learning styles and abilities, facilitating more effective evaluation of various types of learners. However, the absence of peer evaluation in student-centered approaches limits collaboration and valuable insights into individual and group performance.

- ✚ The teachers in the study effectively coordinate and manage physical learning spaces to accommodate student-centered learning approaches, ensuring flexibility and adaptability to diverse instructional needs. However, they lack sufficient access to supplemental materials, such as books, online resources, and hands-on learning tools, to support student-centered learning experiences.
- 4. Age, length of service, and highest educational attainment have nothing to do with the Araling Panlipunan teachers' implementation of the student-centered learning approach. However, in terms of gender significant relationships were found. This means that respondents' gender has something to do with their implementation of the student-centered learning approach.
- 5. Age, gender, length of service, and highest educational attainment have nothing to do with the issues encountered by Araling Panlipunan teachers. This means that regardless of age, gender, length of service, and highest educational attainment teachers faced similar challenges in the implementation of student-centered learning approach.
- 6. Issues such as Training and Development, Class Size, Time, Student Diversity, Assessment of Learning Gains, and Management of Resources are significantly related to the implementation of a student-centered learning approach. Meanwhile, the issue in terms of Technology Integration is not significantly related to the implementation of a student-centered learning approach. Despite the lack of technological resources, teachers opt to implement a student-centered learning approach in their Araling Panlipunan classes.
- 7. A program of activities for Araling Panlipunan teachers was suggested to improve implementation and address issues regarding the student-centered learning approach.

Recommendations

From the findings and conclusions of the study, the following were hereby recommended by the researcher:

1. Encourage teachers to enroll in graduate school programs to further their education and professional development. Additionally, provide comprehensive technical assistance and mentorship programs tailored to support new teachers in navigating their early professional years.
2. Continue implementing and refining student-centered learning in Araling Panlipunan classes, prioritizing collaborative environments, peer teaching, scaffolding, feedback integration, and student autonomy. Provide ongoing support and resources for teachers to enhance these approaches.
3. Enhance support for Araling Panlipunan teachers in transitioning to student-centered approaches, addressing challenges in classroom management, feedback provision, and promoting cross-cultural understanding. Ensure equitable access to technology tools and resources and expand access to supplemental materials for enriched learning experiences.
4. Provide training and resources that address gender-specific needs and preferences to ensure equitable opportunities for all teachers to excel in student-centered teaching methodologies.
5. Implement inclusive support programs addressing challenges in student-centered learning for Araling Panlipunan teachers, irrespective of age, gender, length of service, or highest educational attainment. Offer tailored training, resources, and mentorship opportunities, and foster collaboration to enhance implementation effectiveness.
6. Encourage thorough training and development customized to teachers' needs, manage class size effectively for personalized student support, foster inclusivity, improve assessment methods, and allocate resources efficiently to support student-centered learning. While technology integration may not be a priority, provide additional support where possible.
7. The school should review and incorporate the devised program of activities for Araling Panlipunan teachers during their LAC sessions or INSET, ensuring proper monitoring processes are in place. This will facilitate the improvement of implementation and effectively address issues related to the student-centered learning approach.

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