



**ENHANCING SCHOOL LEADERSHIP STRATEGIES FOR EFFECTIVE
SOCIAL SCIENCE INSTRUCTION IN SENIOR HIGH SCHOOL: A
NARRATIVE INQUIRY OF ADMINISTRATIVE SUPPORT
AND TEACHER DEVELOPMENT**

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ABSTRACT

School leadership plays a vital role in ensuring the effective delivery of Social Sciences instruction in Senior High School by shaping teaching practices, supporting teacher development, and strengthening curriculum implementation. Strong administrative leadership contributes to improved instructional quality and learner engagement, particularly in subjects that often receive limited institutional attention. This study aimed to examine the leadership strategies employed by school administrators in enhancing Social Sciences instruction, with emphasis on administrative support and teacher professional growth in the Lutayan District, Sultan Kudarat Division. A qualitative research design utilizing narrative inquiry was employed to capture the lived experiences and perspectives of school leaders. Data was gathered through in-depth interviews and reflective accounts, and were analyzed thematically to identify recurring patterns, challenges,

and practices. Findings revealed that new school leaders experienced considerable difficulties related to limited financial resources, inadequate and outdated instructional materials, and restricted access to professional development opportunities. Budget prioritization toward other subject areas, coupled with strict financial regulations, constrained their capacity to provide sufficient support. These conditions affected classroom implementation, instructional planning, and access to updated learning resources. Teachers were often compelled to rely on self-developed materials, digital resources, and self-funded training to enhance their competencies. Despite these challenges, school administrators demonstrated resilience and adaptability by implementing support mechanisms such as collaborative professional development activities, resource sharing, technology integration, and continuous mentoring. The study concluded that effective leadership in Social Sciences education extends beyond material resources and is grounded in commitment, collaboration, and responsiveness to teachers' needs. Holistic and supportive leadership practices were found to be essential in sustaining instructional quality. The study underscores the need for equitable resource allocation, strengthened professional development systems, and responsive policies to promote quality Social Sciences education.

Keywords: School Leadership, Instructional Support, Teacher Development, Social Sciences Education.

INTRODUCTION

Background of the Study

School leadership plays a crucial role in ensuring the effective delivery of Social Sciences instruction in Senior High school. Effective school administration fosters teacher development, enhances curriculum implementation, and improves student engagement in the subject. As Social Science shape students' critical thinking and global awareness, school leaders must provide adequate support through instructional leadership, professional development, and resource allocation (Bush, 2021). Despite global efforts to enhance educational leadership, professional development, and resource allocation (Bush, 2021). Despite global efforts to enhance educational leadership, challenges such as insufficient training programs, lack of administrative support, and resource constraints persist, particularly in developing regions

Globally, educational leadership has been recognized as a critical factor in improving teaching effectiveness and student outcomes. Studies have shown that strong school leadership positively influences teacher motivation, instructional quality, and student performance (Hallinger & Heck, 2020). Every Student Succeeds Act (ESSA) highlights the role of school leaders in fostering teacher development and curriculum innovation (Darling-Hammond et al., 2019).

Similarly, in the United Kingdom, leadership frameworks emphasize instructional support and professional learning communities as essential strategies for enhancing teaching in Social Sciences (Leithwood et al., 2022). However, despite these advancements, limited research explores how administrative leadership directly impacts Social Sciences instruction, particularly in developing regions.

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In the Philippines, school administrators are mandated to provide instructional leadership as outlined in the Department of Education's (DepEd) Philippine Professional Standards for School Heads (PPSSH) (DepEd, 2020). Studies indicate that strong leadership contributes to improved teacher performance, especially in subjects like Social Sciences that require contextualized and inquiry-based learning (Bernardo & Mendoza, 2021). However, challenges such as limited professional development opportunities, inadequate resources, and administrative workload hinder effective leadership in secondary schools (Pascua et al., 2022). While studies on educational leadership exist, few focus specifically on its impact on Social Sciences instruction in Senior High School, presenting a significant research gap

In South Central Mindanao, the implementation of K-12 reforms has highlighted the need for enhanced school leadership to support subject-specific pedagogy, particularly in Social Sciences (Balais, 2021). The region faces unique challenges, including diverse student backgrounds, limited access to digital learning resources, and varying levels of administrative support across schools (Manalili et al., 2023).

School leaders in this region play a vital role in ensuring that Social Sciences teachers receive adequate training and instructional support. However, there is insufficient research on the leadership strategies employed in Senior High Schools in South Central Mindanao, leaving a gap in understanding their effectiveness in improving Social Sciences instruction.

Sultan Kudarat, a province with a rich historical and cultural background, presents unique opportunities and challenges in Social Sciences education. The integration of local history, cultural diversity, and indigenous perspectives in Social Sciences curricula requires strong administrative support and teacher training (Tamayo & Montañez, 2022). However, many schools in the province struggle with leadership-related issues: insufficient mentoring programs, lack of instructional supervision, and resource constraints (Jumawan, 2023). There is limited research focusing on how school administrators in Sultan Kudarat specifically support Social Sciences teachers, highlighting a crucial gap that this study seeks to address.

This study aligned with SDG (Sustainable Development Goal) 4: Quality Education, which emphasizes inclusive and equitable education and lifelong learning opportunities for all (United Nations, 2023). By investigating school leadership strategies that enhance Social Sciences instruction, this research contributes to strengthening teacher development and improving student learning outcomes.

Additionally, it aligns with SDG (Sustainable Development Goal) 16: Peace, Justice, and Strong Institutions, as effective Social Sciences education fosters civic engagement, critical thinking, and awareness of social justice issues. The primary goal of this study was to examine the role of school leadership strategies in enhancing Social Sciences instruction in Senior High School, focusing on administrative support and teacher development.

Specifically, it sought to identify the leadership practices that contribute to improved teaching effectiveness, explore challenges faced by school administrators and teachers, and provide recommendations for strengthening educational leadership in Social Sciences. By addressing these concerns, the study aimed to bridge the research gap in school leadership's role in Social

Sciences instruction, ultimately contributing to educational improvement in Sultan Kudarat and beyond.

Research Questions

This study examined the role of school leadership strategies in enhancing Social Sciences instruction in Senior High School, focusing on administrative support and teacher development in Lutayan District, Division of Sultan Kudarat.

Specifically, this study aimed to answer the following questions.

1. What challenges do school leaders face in providing administrative support for Social Sciences teachers?
2. How do school administrators support Social Sciences teachers in terms of professional development, instructional resources enhance the effectiveness of Social Sciences instruction in Senior High School?

Research Design

In this study, qualitative research design, specifically **narrative inquiry**, was employed to examine the role of school leadership strategies in enhancing Social Sciences instruction in Senior High School, with a particular focus on administrative support and teacher development in Lutayan District, Sultan Kudarat Division. Narrative inquiry is considered appropriate because it provides a deeper understanding of lived experiences, allowing school leaders and teachers to share personal stories that reveal the dynamics of leadership practices and instructional improvement (Clandinin & Connelly, 2020; Kim, 2021).

According to Trahar (2020), narrative inquiry enables researchers to capture the complexities of human experiences in educational settings, particularly in relation to leadership and professional growth. Moreover, this highlights how contextual realities shape leadership and instructional practices, which is critical in understanding the specific challenges and opportunities faced by schools in the Philippine setting (Barkhuizen et al., 2020; Riessman, 2022).

Respondents of the Study

Table 1 displays the qualifications of the participants based on the criteria set by the researcher prior to the selection of qualified informants of the study.

Table 1

Participants' Inclusion Criteria

Qualifications
Participants: five school heads and ten teachers
Length of Service in Senior High School School heads and teachers must have at least three years of continuous service in the Senior High School level to ensure they have sufficient experience and insights into leadership strategies, instructional practices, and teacher development.
Direct Involvement in Social Sciences Instruction and Leadership. School heads should be directly involved in supervising Social Sciences teachers, while teacher-participants must be actively teaching Social Sciences subjects in Senior High School during the school year 2025–2026.
Willingness to Participate in the Study Participants must voluntarily agree to take part in the research and provide informed consent, signifying their openness to share narratives, experiences, and perspectives relevant to administrative support and teacher development.
Affiliation with Lutayan District, Sultan Kudarat Division Only school heads and teachers assigned in Senior High Schools within Lutayan District, Sultan Kudarat Division for the school year 2025–2026 will be included, ensuring the study remains context-specific.

The participants of this study were the selected fifteen (15) participants: five school heads and ten teachers in DepEd Lutayan district, division of Sultan Kudarat during the school year 2025-2026, who qualified for the inclusion criteria set by the researcher.

Sampling Technique

This study employed a Purposive Sampling Technique to purposefully select fifteen (15) participants: five school heads and ten teachers in DepEd Lutayan District, division of Sultan Kudarat during the school year 2024-2025.

Purposive sampling, also known as judgmental, selective, or subjective sampling, is a non-probability sampling in which researchers rely on their own discretion when selecting population members to participate in their surveys (Alchemer, 2021).

This survey sampling method requires researchers to have prior knowledge of the purpose of their studies to select and approach eligible participants for online survey platforms. Researchers use purposive sampling to gain access to a specific subset of individuals, as all survey respondents are chosen because they suit a specific profile.

Research Instruments

A semi-structured interview was used in this study as an exploratory tool to be used during the interview and Focus Group Discussion (FGD) to examine the role of school leadership strategies in enhancing Social Sciences instruction in Senior High School, with a particular focus on administrative support and teacher development in Lutayan District, Sultan Kudarat Division.

This instrument was validated by the panel of evaluators who are experts in the construction of relevant instruments.

Data Gathering Procedure

The study's reliability was ensured by the researcher's strict adherence to a set of protocols. The study examined the role of school leadership strategies in enhancing Social Sciences instruction in Senior High School, with a particular emphasis on administrative support and teacher development in Lutayan District, Division of Sultan Kudarat for school year 2025-2026.

First, the Superintendent of the DepEd-Sultan Kudarat and the Dean of the CGS were formally requested to sign authorization documents permitting the researcher to undertake the necessary steps in the study.

Subsequently, a second authorization letter was sent to the DepEd Lutayan District Supervisor to obtain access to the data required. A survey questionnaire was then developed, evaluated, and administered to the participants.

The researcher selected the respondents using a purposive sampling technique, focusing on newly appointed school heads as participants of the study. Ensuring compliance with established health protocols, the researcher conducted face-to-face interviews, and Focus Group Discussion (FGD's)

Finally, the data gathered from the interviews and FGDs were systematically collated, analyzed, and interpreted using thematic analysis.

Data Analysis

A thematic or content analysis was used to analyze and interpret the data. This approach involved assigning the assertions, phrases, and words in each text to a system or collection of

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categories, which were either adapted from existing frameworks or developed based on the study objectives (Clark & Braun, 2006).

Written interview data were collected from the participants to determine the role of school leadership strategies in enhancing Social Sciences instruction in Senior High School, with particular emphasis on administrative support and teacher development in Lutayan District, Sultan Kudarat Division. The interviews and Focus Group Discussions (FGDs) conducted for this research were utilized to distill the most salient participant responses into overarching themes.

Scope and Limitations

This study focused on enhancing school leadership strategies for effective Social Sciences instruction in Senior High School, specifically examining the role of administrative support and teacher development in the Lutayan District, Sultan Kudarat Division, during the school year 2025 - 2026.

The participants in this study were the school heads and Social Sciences teachers whose insights and lived experiences were gathered through narrative inquiry to capture authentic perspectives on leadership practices and professional growth. The research is delimited to the context of Senior High Schools within the district and did not extend to other grade levels or subject areas, ensuring a focused exploration of strategies applicable to Social Sciences instruction.

By centering on leadership approaches and developmental interventions, this study seeks to understand how school leaders support teachers in addressing instructional challenges and promoting student learning, thereby providing a basis for strengthening leadership frameworks and capacity-building programs in similar educational contexts.

RESULTS AND DISCUSSIONS

The implementation of Social Sciences programs in schools hinges not only on instructional competence but also on systemic and structural support provided by school leadership. In this study, new school leaders identified persistent challenges in supporting Social Sciences instruction, particularly in financially constrained settings. These challenges are clustered into three major themes: limited financial support, inadequate instructional materials, and limited professional development opportunities. Each theme highlights barriers that undermine teachers' capacity to deliver quality Social Sciences education, echoing broader administrative and resource inequities documented in recent literature (Arceo, 2021; Bautista & Ramos, 2023).

One of the most significant challenges cited by participants was **insufficient funding for Social Sciences programs**, often exacerbated by unequal allocation biases that favor STEM (Science, Technology, Engineering, and Mathematics) subjects. Participants noted that their limited budgets stemmed from both the small size of their schools (P1) and a prevailing **prioritization of STEM over Social Sciences** (P2, P5)

For example, P2 reported, *“More budget is allocated to STEM subjects compared to Social Sciences” (Mas maraming budget ang napupunta sa STEM kaysa sa Social Sciences),*

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while P3 echoed that “Social Sciences is given less priority compared to other subjects” (*Mas mababa ang prioridad ng Social Sciences kumpara sa ibang asignatura*). Moreover, rigid funding rules constrained schools’ ability to reallocate resources flexibly (P4).

These observations are consistent with research showing that **budget allocation often reflects systemic subject hierarchies**, where STEM fields receive disproportionate funding due to perceptions of economic relevance (Delos Santos & Valdez, 2022; Dela Cruz, 2024). This financial marginalization of Social Sciences has been linked to reduced instructional innovation, teacher demotivation, and weakened student outcomes (Gomez & Navarro, 2021). In marginalized or rural schools, unequal funding further amplifies inequities, as leaders struggle to support robust Social Sciences instruction with limited fiscal resources (Lagmay, 2023).

Closely related to budget constraints, participants described **serious deficits in appropriate learning resources** for Social Sciences. Several school leaders highlighted that **textbooks were outdated or obsolete** (P1), and when materials did arrive, they often did so **late or in insufficient quantities** (P2). P1 explained, “*Senior High School has very limited Social Sciences books*” (*Kakaunti ang libro sa Social Sciences sa Senior High*), while P3 lamented the *scarcity of updated maps and reference materials* (*Kakaunti ang updated na mapa at sanggunian*). P5 further noted that most instructional materials that did arrive were for STEM subjects (*Karamihan sa dumarating na libro ay para sa STEM*).

This emphasis on resource inadequacy aligns with studies that highlight the negative impact of obsolete or insufficient materials on student engagement and learning quality (Cruz & Fernandez, 2020; De la Vega & Santos, 2025). For example, updated instructional resources are essential for Social Sciences, which rely on historical, geographic, and cultural content that rapidly evolves with current events and socio-political changes (Alvarez et al., 2021). When teachers must rely on outdated books, students miss opportunities to develop critical thinking and real-world contextual understanding- core objectives of Social Sciences curricula.

Another pressing barrier identified by new school leaders was the **lack of professional development opportunities tailored to Social Sciences instruction**. Participants consistently noted that there were **few training sessions or seminars available** (P1, P3), and in cases where intensive workshops, teachers sometimes had to **self-fund participation** (P5). P4 mentioned reliance on free online and NEAP (National Educators Academy of the Philippines) trainings, which were helpful but insufficient. Despite these limitations, school leaders often encouraged teachers to pursue advanced degrees (*Hinihikayat namin ang mga guro na kumuha ng masteral*, P1), viewing graduate studies as a form of capacity enhancement.

Recent literature underscores the importance of targeted professional development to improve instructional quality and teacher confidence (Bautista & Ramos, 2023; Santos, 2024). Research indicates that teachers in resource-limited schools benefit most from training that is contextualized to their specific subject areas and student needs, rather than generic workshops (Villanueva & Cruz, 2022; Medina & Bautista, 2025). Studies on online and blended professional development models also suggest that access barriers (e.g., connectivity issues, self-funding requirements) can impede teachers’ engagement and learning transfer (Torres & Alonzo, 2021).

Collectively, these themes reveal that new school leaders in resource-challenged contexts struggle to support Social Sciences instruction, not a lack of commitment, but because of

systemic inequities in **resource allocation, instructional support, and capacity building**. The participants' narratives reflect a broader pattern in educational research: sociopolitical and economic factors often shape the educational experiences of learners and teachers alike (Del Rosario & Manalo, 2024; Mendoza et al., 2023). These systemic disparities not only limit teachers' instructional options but also risk perpetuating inequities in student achievement and opportunities.

School leadership plays a crucial role in supporting teacher development, instructional quality, and overall learning outcomes. In the context of Social Sciences instruction, effective administrative support encompasses professional development, resource provision, technology integration, curriculum guidance, and emotional motivation. Thematic analysis of participants' narratives reveals how these support mechanisms are operationalized and how they enhance teacher capacity, especially in dynamic educational environments. These findings align with contemporary literature that underscores the multifaceted nature of administrative leadership in fostering teacher growth and instructional excellence (Berry & Shields, 2021; Hasan & Khan, 2023).

Participants consistently emphasized the importance of ongoing professional development as administrative support. Strategies such as INSET (In-service Training), LAC (Learning Action Cell) sessions, workshops, webinars, and encouragement toward graduate studies were cited as key avenues for building teacher competence. For instance, P2 stated, "We provide INSET and LAC sessions for sharing best practices," while P4 noted that "Graduate studies help teachers become more competent." P6 highlighted the encouragement of online seminars, and P1 affirmed continuous teacher updates through training. These accounts reflect a deliberate effort by school leaders to cultivate teachers' pedagogical skills and content knowledge.

Research supports this emphasis on structured professional development. Studies show that ongoing, context-relevant training enhances teacher self-efficacy, instructional quality, and learner engagement (Darling-Hammond et al., 2020; Yoon & Lee, 2022). Sustained professional learning communities such as LAC sessions and collaborative training have been found to foster reflective practice among teachers, enabling them to adapt and innovate in their teaching (Gonzalez & Alampay, 2024). Therefore, the administrators' focus on varied professional development opportunities aligns with best practices for supporting teacher growth in Social Sciences instruction.

Participants also pointed to efforts to improve access to instructional materials. P1 emphasized resource sharing to ensure equitable access, while P6 mentioned online materials as supplementary resources. P4 and P3 highlighted the importance of internet connectivity and multimedia resources, such as TV and online websites, to make lessons more engaging. These gestures indicate that administrators recognized resource inequities and took proactive measures to mitigate them.

The importance of instructional resources is well-documented, with scholars demonstrating that adequate resources directly influence teaching effectiveness and student outcomes (Santiago & Ramirez, 2021; Tan & Domingo, 2023). Especially in Social Sciences, where diverse materials (e.g., primary documents, multimedia content) enrich learning, providing accessible resources enhances the depth and quality of instruction. Moreover, research suggests that collaborative resource sharing among teachers, facilitated by administrators, can reduce

workload and support innovation (Lopez & Sevilla, 2022). Thus, participants' narratives reflect administrative strategies that align with broader evidence on resource management in education.

Participant statements revealed that administrators supported technology integration by providing smart TVs in classrooms (P4), encouraging the use of digital tools when textbooks were limited (P6), and affirming that multimedia enhances lesson interest and student understanding (P3). P2 noted that webinars were more affordable, highlighting technology's role in professional development as well.

This perspective corresponds with recent findings that effective technology integration expands instructional possibilities, supports differentiated learning, and enhances student engagement (Mukherjee & Sharma, 2021; Vesely et al., 2024). In Social Sciences, multimedia resources such as videos and interactive platforms help contextualize abstract concepts, making them more relatable to learners. However, effective technology use depends on both resource availability and teacher readiness, underscoring the importance of administrative facilitation (Dawson & Lee, 2023). Therefore, narratives about technology support illustrate how administrators mediate digital innovation in instruction.

A key theme involved administrators' roles in guiding curriculum alignment and monitoring implementation. P3's assertion that "We ensure learning outcomes are clear" and P1's note that guidance was provided to help teachers follow standards reflect systematic instructional leadership. P6 explained that strategies were observed and student performance reviewed quarterly, while mentorship and performance feedback were also emphasized.

Instructional leadership literature highlights that curriculum clarity, monitoring, and mentorship are essential to effective teaching and learning (Hallinger & Lee, 2021; Ojo & Adeyemi, 2023). Leaders who engage in mentoring and performance review create environments where teachers feel supported when they refine and align instruction with curriculum standards. Moreover, such systematic guidance can boost teacher confidence and instructional consistency, which research identifies as critical for sustained improvement (Anderson & King, 2022). The participants' descriptions thus mirror recommended practices for curriculum leadership.

Finally, participants underscored the emotional dimension of administrative support. P4 succinctly stated, "Support motivates teachers to perform well," while P6 highlighted listening to teacher feedback. P3 remarked that teachers need emotional support, and P1 emphasized that school heads must know how to lead teachers empathetically. These statements reveal an awareness that leadership extends beyond procedural tasks to nurturing a supportive climate that fosters motivation and well-being.

Recent studies indicate that emotional support from administrators enhances teacher job satisfaction, reduces burnout, and promotes resilience—especially in challenging educational contexts (Smith & Richards, 2021; Chen & Wu, 2024). Leaders who practice empathy and provide constructive feedback create psychologically safe environments, which research associates with improved teacher retention and performance (Johnson & Lee, 2023). Therefore, the emphasis on motivational leadership within the participants' experiences aligns with contemporary evidence on the importance of emotional support in educational settings.

Leadership in education has long been recognized as a fundamental driver of instructional quality and learner outcomes, particularly in complex and dynamic areas such as Social Sciences (Bush & Jackson, 2021). In this study, school administrators articulated a range of strategies that collectively strengthened Social Sciences instruction in Senior High School. Their responses reflected an integration of collaborative leadership, instructional supervision, motivational practices, open communication, curriculum leadership, and school culture building each emerging as a critical dimension in fostering more effective teaching and learning.

Participants consistently emphasized the importance of shared vision and collective decision-making in advancing Social Sciences instruction. Administrator narratives underscored that setting clear goals, defining a shared purpose, and fostering collaboration among teachers were foundational elements of effective leadership. For example, one administrator explained that identifying goals for Social Sciences was necessary to align efforts and shape collective action (P1). Another participant highlighted the importance of a “give and take process” for smooth operations and relationship building (P3), while others pointed to teamwork and collaborative lesson planning as concrete practices that built unity and instructional coherence (P5; P2; P6).

This resonates with existing literature, which posits that collaborative leadership facilitates shared ownership and collective responsibility for student learning (Leithwood et al., 2020). According to Harris and Jones (2021), distributed leadership in decision-making enhances professional agency and instructional innovation. In the context of Social Sciences, where interpretation, discourse, and contextual relevance are centrally shared leadership created opportunities for teachers to co-construct pedagogical approaches that are both coherent and responsive to learners’ needs.

The findings revealed that instructional support and capacity building were central to administrators’ leadership practices. Participants described ongoing professional development (P5), regular feedback sessions (P2), peer mentoring (P4), and classroom supervisory practices such as “monitor while walking” (MWA) (P3) as integral strategies for improving teaching quality. By providing constructive feedback and monitoring classroom practice, administrators positioned themselves as facilitators of teacher growth rather than solely as evaluators.

These practices align with recent research emphasizing the role of instructional leadership in fostering teacher expertise and confidence (Hallinger & Wang, 2022). Professional development that is embedded in daily practice, such as coaching and mentoring, is more likely to lead to sustained improvements in instructional practice (Desimone & Pak, 2024). Moreover, by intentionally “opening hidden potentials” of teachers (P6), administrators underscored a strengths-based orientation that aligns with research showing that supportive supervision enhances teacher efficacy and resilience (Kraft et al., 2021).

Participants also highlighted the importance of recognition and motivational practices in sustaining teacher engagement. Administrators regularly acknowledged teachers’ efforts (P5), celebrated student success as a reflection of instructional impact (P1) and provided certificates of appreciation to motivate ongoing excellence (P3). Emphasizing that praise and recognition can significantly influence teachers’ morale, participants noted that even small forms of acknowledgment had a “big impact” on motivation.

This aligns with research on teacher motivation and retention, which indicates that positive reinforcement and recognition contribute to job satisfaction and professional commitment (Skaalvik & Skaalvik, 2020). In contexts where resources are limited and professional demands are high, recognition practices can buffer stress and foster a sense of value and belonging among educators (Gu & Day, 2021). In Social Sciences, where abstract thinking and interpretive skills are foregrounded, such affirmation supports teachers' confidence to innovate and refine their instructional practices.

Open communication emerged as a recurring theme, with administrators maintaining open-door policies (P5), facilitating regular meetings (P1), and creating informal spaces like "coffee and talk" sessions to encourage dialogue (P3). These practices fostered a supportive environment where teachers felt heard, valued, and connected. Administrators and teachers emphasized that good communication was fundamental to trust building and emotional support (P6; P4).

In literature, supportive communication climates are associated with increased teacher collaboration, reduced workplace stress, and stronger professional relationships (Puentedura & Abrams, 2020). Educational leaders who listen and model open dialogue promote psychological safety, enabling teachers to share challenges and generate collaborative solutions (Edmondson, 2020). This supportive climate not only strengthened relational trust but also reinforced a culture where continuous learning and mutual support were normalized.

A more nuanced theme involved curriculum leadership that emphasized contextualization and learner-centered instruction. Administrators spoke of reviewing and localizing curriculum content (P4), aligning instructional materials (P2), and gathering teacher input to ensure lessons were relevant to local culture and lived experience (P1; P4). These efforts reflect a deliberate move to make the social sciences curriculum meaningful and resonant with students' community contexts.

This practice aligns with calls in contemporary research for culturally responsive and place-based curriculum leadership (Gay, 2021; Ladson-Billings, 2022). When leaders actively support curriculum review and contextual adaptation, teachers are better positioned to design learning experiences that connect disciplinary knowledge with students' social realities, thereby deepening engagement and relevance (Paris & Alim, 2020). Such leadership underscores the importance of balancing fidelity to national standards with responsiveness to local culture and context.

Finally, administrators emphasized intentional relationship building and the cultivation of a positive school culture. Activities such as RR (rest and recreation) for team building (P6), personal check-ins (P3), mentoring without humiliation (P4), and leading by example (P1) were cited as strategies for strengthening interpersonal bonds and fostering unity. Participants described how community and organizational harmony enhanced collaboration, trust, and collective morale.

Research on organizational culture in schools underscores that strong relationships and a sense of community are foundational to effective teaching and learning (Schein, 2021). Leaders who facilitate shared experiences, model respectful interactions, and prioritize relational trust make teachers feel supported and motivated to engage fully in their professional roles (Fullan & Quinn, 2022). In collective endeavors such as Social Sciences instruction, where dialogue and

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peer exchange are core, these cultural investments amplify instructional coherence and collective responsibility

Conclusion

The following conclusions were made considering this study's findings:

At the initial stage of their leadership journey, new school leaders faced with limited resources, insufficient instructional materials, and restricted professional development opportunities. These constraints shaped their early experiences and tested their capacity to provide effective support for Social Sciences teachers. The lack of adequate funding and institutional support challenged their confidence and required them to navigate complex administrative and instructional demands.

As time progressed, school leaders gradually adapted to these conditions by developing practical strategies to address existing limitations. They strengthened collaboration with teachers, promoted resource sharing, and maximized available technologies to supplement learning materials.

In the long term, the experiences of these school leaders underscored the importance of holistic and responsive leadership in sustaining quality Social Sciences education. Their journey demonstrated that effective leadership is not solely dependent on material resources but also on commitment, adaptability, and a genuine concern for teacher and student development.

Recommendations

Considering the findings of the study, the following were recommended:

1. **Department of Education (DepEd)** may allocate funds equitably to ensure Social Sciences subjects receive sufficient resources alongside STEM areas. They may also prioritize updated textbooks, reference materials, and multimedia resources.\
2. **School Administrators** may continue sharing instructional materials among teachers, develop supplementary learning aids, and explore low-cost digital resources to bridge gaps in materials. They may strengthen team-based lesson planning, peer mentoring, and professional learning communities to enhance teacher competence and reduce the burden caused by limited resources.
3. **Curriculum Developers** may create teaching guides, learner materials, and instructional aids that can be effectively used even in schools with limited funding and infrastructure. They may also provide digital versions of textbooks, interactive lessons, and multimedia content to complement classroom instruction where physical materials are insufficient.
4. **Policy Makers** may develop guidelines that prioritize the fair distribution of funds and learning materials to all schools, including those in remote schools.
5. **Future Researchers** may investigate innovative strategies to overcome resource gaps by studying how technology integration, collaborative lesson planning, and self-developed instructional materials affect teaching effectiveness.

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Compliance with Ethical Standards

Before implementation, all plans and recommendations were presented to East-West Mindanao Colleges Inc. to ensure compliance with prescribed procedures and protocols. Using the Informed Consent Forms (see attachments), the researcher ensured that all data were voluntarily provided by qualified individuals who met the study's inclusion criteria. No participant was coerced or compelled to take part in the study.

Participants were interviewed and focus group discussions were conducted using validated instruments in settings they perceived to be safe, comfortable, and convenient, with risks minimized or eliminated.

Participants were allowed to review the data collected. They voluntarily devoted their time to interviews lasting from thirty (30) minutes to one (1) hour.

Participants' time and effort were recognized through tokens. In compliance with the Data Privacy Act (DPA), all data were treated with the utmost confidentiality, and no identifying information related to the study findings was disclosed to any third party.

Informed Consent

Before participation, consent was obtained from all school heads involved in the study. They must possess a comprehensive understanding of the study's objectives, methodologies, potential risks, and benefits. Furthermore, participation remained entirely voluntary, allowing the participants to withdraw from the study at any juncture without adverse consequences.

Anonymity and Confidentiality

To safeguard the identities and responses, rigorous measures were put in place to ensure anonymity and confidentiality. Rather than using actual names, pseudonyms or codes were used to uphold the participants' privacy. The collected data was securely stored with access restricted solely to the research team.

Avoiding Harm

Sensitive topics, particularly those related to professional challenges, were discussed with careful consideration of their possible emotional and psychological impact. Appropriate strategies were implemented to minimize distress, and support mechanisms were made available whenever necessary.

Researcher-Participant Relationship

The researcher maintained a professional, respectful, and ethical relationship with the participants throughout the research process. Any actions that could potentially exploit or harm participants were avoided to uphold their dignity and welfare.

Data Protection

All data protection laws and regulations were strictly observed. Measures were implemented to ensure the secure storage, handling, and transmission of participant information

Voluntary Participation

Participants were assured that their involvement in the study was voluntary, devoid of any coercion or external pressure.

Researcher Bias

The researcher remained vigilant in identifying and minimizing potential personal biases that could influence data collection and analysis. Objectivity and transparency were consistently maintained throughout the study.

Institutional Approval

Before initiating the study, the researcher sought ethical clearance from the pertinent institutional review boards or ethics committees.

Honesty and Integrity

The research findings were reported truthfully and accurately, devoid of any manipulation or distortion to align with preconceived notions or biases.

Beneficence

The potential benefits of the research in educational practices and policies were thoughtfully considered, ensuring that the study contributes to the improvement of Social Sciences instruction and School Leadership practices.

Cultural Sensitivity

The researcher demonstrated cultural sensitivity by respecting local customs, beliefs, and practices within the research setting, refrained from imposing external values on the participants.

Inclusion and Diversity

The study design prioritized inclusivity and diversity by representing a wide range of perspective on the role of school leadership strategies in enhancing Social Sciences instruction in Senior High School, with a particular focus on administrative support and teacher development in Lutayan District, Sultan Kudarat Division.

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Declaration AI Tools Declaration

I do hereby declare the use of AI tools, such as Chat GPT and Grammarly for grammar checking and sentence organization purposes only.

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