



Infusion, Diffusion, and Acculturation on Instructional Training: Lived Experiences of Social Studies Teachers

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Originality 100% • Grammar Check: 95% • Plagiarism: 0%

ABSTRACT

Article History

Received: 20 Mar 2025

Revised: 24 Apr 2025

Accepted: 19 May 2025

Published: 30 Jul 2025

Keywords— Educational Management, instructional training, infusion, diffusion, acculturation descriptive, Philippines

Teaching Social Studies is more than just delivering lessons, it's about shaping perspectives, and encouraging critical thinking. Hence, this exploration was triggered to hear directly from Social Studies teachers about their real-life experiences with instructional training. The study explores how professional training impacts teaching practices. Using a qualitative approach, the research delves into the lived experiences of social studies teachers of Tacurong City Division secondary schools, who have integrated new instructional methods into their classrooms.

Participants were selected through purposive sampling and shared insights through interviews. The study highlights three key processes: infusion, where teachers integrate new strategies like technology and differentiated instruction into their curriculum to enhance student engagement; diffusion, which involves sharing these practices among colleagues to foster collaboration and peer mentoring. Acculturation focuses on adapting teaching methods to address



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students' cultural and emotional needs, promoting inclusivity and sensitivity. Results indicate that while instructional training significantly enhances teaching strategies, challenges like technological limitations, large class sizes, and financial constraints hinder full implementation. Despite these barriers, the study underscores the transformative potential of instructional training in creating inclusive, dynamic learning environments. Teachers become more adaptable and student-centered, improving both pedagogical effectiveness and student outcomes. Recommendations call for systemic support to address challenges and maximize benefits of instructional training.

INTRODUCTION

In recent years, the field of education has witnessed a growing emphasis on the importance of instructional training to enhance the quality of teaching and learning processes. As educators strive to create effective and engaging classroom environments, the significance of professional development in refining instructional strategies has become increasingly evident (Berray, 2019). Among the various disciplines, social studies hold a crucial role in cultivating students' understanding of historical events, cultural diversity, civic responsibilities, and global perspectives (Tovar-Galvez, 2021)

The Department of Education, however, is still dealing with a lot of concerns and problems, especially when the majority of learners are far behind in what they should be learning at their age (Caldis, 2017). The quest for the best solution to these issues is still being sought after by the Department of Education (Tejada et al., 2018). In fact, a variety of training, seminars, and even online courses such as GURO 21 from SEAMEO INNOTECH were offered annually to help teachers to continually improve their abilities to support teaching in the twenty-first century (DepEd, 2017).

Previous studies have highlighted the importance of personalized and sustained professional development in maximizing the benefits of instructional training for teachers (Brown, 2018). However, despite the recognition of the vital role of instructional training (Estrelloso et al., 2018), there remains a gap in understanding how social studies teachers perceive and experience these professional development opportunities (Williams, 2020). There is also a lack of comprehensive research that examines the interplay between these three factors in the context of instructional training.

It is therefore imperative for every teacher to possess these teaching competencies that can be developed through professional activities such as instructional planning skills (lesson planning skills), instructional skills (lesson

delivery), knowledge of the subject area (mastery of the subject matter), rapport with the students (teacher-student relationship), and classroom management skills (Wall & Leckie, 2017). Experienced teachers possess professional and personal attributes that can motivate students to improve their school's academic performance (Taddeo et al., 2017). According to Ajayi et al. (2020), good teachers who possess a mastery of content, suitable pedagogical qualifications, and a positive attitude towards teaching play a significant role in students' educational attainment.

The sad reality speaks of the truth that there is only a rare opportunity for Social Science Teachers to be given seminars and training, making them somehow a few steps behind of all the innovations in the educational arena. Thus, leading to the present study which aims to explore the lived experiences of social studies teachers regarding instructional training, shedding light on the effectiveness, challenges, and potential improvements of such programs among the Social Studies teachers of Secondary Schools in the Tacurong City Division.

FRAMEWORK

The study employs an integrated research framework that combines both conceptual and theoretical perspectives to explore the adoption and implementation of instructional innovations in Social Studies education. The framework aims to understand how teachers' confidence, training experiences, and school environments influence the integration of culturally responsive and innovative teaching practices.

The conceptual framework operationalizes key variables within the study. The dependent variable is the effective integration of infusion, diffusion, and acculturation-based instructional strategies, while the independent variables include teacher self-efficacy, professional development participation, and institutional support. This framework provides a structured basis for analyzing how internal beliefs and external conditions impact teachers' willingness and ability to adopt innovative teaching approaches.

The theoretical framework draws on two primary theories. First, Albert Bandura's Self-Efficacy Theory (as cited in Corpuz & Salandanan, 2011) underpins the study's exploration of how teachers' belief in their own instructional capacity influences their openness to change. Teachers with high self-efficacy are more likely to engage in reflective practice, participate in training, and adapt new methodologies with persistence and confidence. Second, Everett Rogers' Diffusion of Innovations Theory (2003) explains how new ideas and instructional practices spread within school communities. This theory highlights the significance of

communication channels, time, and social systems, particularly the roles of peer influence, early adopters, and institutional structures in facilitating or hindering the uptake of innovative teaching methods.

Recent literature supports this framework, suggesting that both personal readiness and organizational culture are critical in fostering educational innovation (Delgado & Stefancic, 2023; Pascual & Robles, 2024). This framework guides the formulation of research questions, informs the development of interview protocols, and supports the thematic analysis of qualitative data. Through this comprehensive lens, the study provides insights into the dynamic interplay between teacher agency, professional learning, and the cultural alignment of instructional innovations in Social Studies classrooms.

OBJECTIVES OF THE STUDY

The objective of this study is to explore the lived experiences of Social Studies teachers in implementing instructional training programs that emphasize infusion, diffusion, and acculturation approaches. It also aims to examine how these approaches influence their pedagogical practices, the challenges they encounter, and the coping strategies they employ.

METHODOLOGY

Research Design

This study employed a qualitative research method to explore the lived experiences of social studies teachers in the Tacurong City Division regarding the infusion, diffusion, and acculturation of instructional training. According to Creswell and Plano (2013), qualitative research involves in-depth data gathering to investigate current, real-world situations or systems over time, aiming for a comprehensive understanding of the research topic.

Participants

The researcher utilized the high schools of Tacurong City Division. The participants are the nine (9) Junior High School Social Studies teachers. Junior High School Social Studies teachers typically refer to those who are in with at least one year of teaching experience in Araling Panlipunan. Including teachers at this stage allows for capturing a range of experiences and insights, considering their familiarity with instructional training and potential opportunities for growth and development.

Instrumentation

The chosen instrument for data gathering in the study is in-depth interviews with guide questions. The researcher conducted interviews with selected key informant interviewees from each high school in the Tacurong City Division. These guide questions serve as a framework to steer the conversation and facilitate a comprehensive exploration of the infusion, diffusion, and acculturation of instructional training among social studies teachers in the Tacurong City Division.

Data Gathering Procedure

Upon getting the approval of the principals to conduct the study under their jurisdiction, an orientation on the potential benefits of the study was conducted for the teachers. After the orientation, an interview was conducted to the social science teachers to elicit information on the challenges encountered in the field. After all the data will be collected, data analysis and interpretation of data was the last stage of the data gathering procedure.

Research Ethics Protocol

The researcher guaranteed the confidentiality of the information provided and used it for academic purposes only. A guarantee of the participant's voluntarism was also be vital, and they had the option to decline participation if they believe doing so would be harmful. In order to fulfill its reliability, results were treated with the utmost fairness.

Data Analysis

In this study, the researcher employed thematic analysis as the chosen method for analyzing the collected data. Firstly, the researchers become familiar with the data by thoroughly immersing themselves in the content, repeatedly reading and gaining a holistic understanding of the collected information. Then generate initial codes by identifying meaningful segments or phrases and assigning descriptive labels to capture the essence of the content. Next, the researchers search for themes by grouping similar codes together and examining connections and patterns within the data. These themes represented important ideas or concepts that emerge across the dataset.

RESULTS AND DISCUSSION

Table 1
Infusion of Instructional Methods

Emerging Theme/s	Clustered Themes	Codes	Significant Statements
Infusion of Methods from Instructional Trainings	Useful in the preparation of instructional materials	Instructional Preparedness	“-evaluation assessing the learner skills, knowledge, and needs, evaluating their progress then curriculum development, instructional delivery and facilitation...”
	Useful in Curriculum infusion integration into academic content		
	Technology integration,		
	Differentiated instruction		
	Useful in Curriculum Development and Assessment	Curriculum Innovation	“-integrating conflict resolution education seamlessly into academic content areas...”
	New Teaching Strategies	Strategy	
	Delivery Facilitation	Implementation	
	Incorporate New Teaching Approach		
	Update of Instructional Methods	Professional Development and Skill Enhancement	“we have the LAC session, division-wide training in AP, we have already had those. And the most recent one is the Matatag Curriculum training”
	Instructional Material Preparation		

Infusion of Methods from Instructional Training

A prominent theme across participants is the utility of instructional training in preparing educational materials. Ruby, emphasized how initially challenging but ultimately rewarding the process was. Similarly, Emerald noted the importance of updating teaching instructions and preparing instructional materials, reinforcing the notion that continuous professional development helps refine teaching methods.

“In the infusion of instructional training programs, I found it useful, especially in the preparation of instructional materials. It was difficult at first, but little by little, I found it good.”-Ruby *“During our training in Integration of ICT in Teaching and Learning, in fusion, there I found it very useful. Example, in the preparation of our*

instructional materials.”-Emerald

Curriculum Innovation and Integration

Educators consent to teach a subject in which they lack the necessary expertise, which results in teaching across specialty. These non-specialist teachers lack training or credentials point out at the compromise that teachers make on quality teaching across specializations (Hobbs & Torner, 2014). Several participants mentioned the importance of curriculum development and integration. Sapphire pointed to the integration of new teaching approaches into curriculum development and instructional delivery,

“I find most useful, first we need of assessment and evaluation assessing the learner skills knowledge and needs evaluating their progress then curriculum development, instructional delivery and facilitation, then follow-up and reinforcement. But the most useful components seem to be the curriculum development and evaluation assessment as they lay the foundation for our effective and impactful training program.”- Sapphire

While Pearl stated this by highlighting the value of curriculum-related training, particularly related to the Matatag Curriculum. These insights show a strong focus on adapting and enriching the curriculum to meet evolving educational needs.

“Maybe it’s the adaptation to new instructional or teaching strategies that will be used for teaching, and of course, the lack of learning resources.” New, like a stable curriculum, it’s new, but of course, we still have a lack of learning resources.”- Pearl

Professional Development and Skills Enhancement

Participants frequently referred to professional development as a key factor in enhancing their teaching competencies. Amethyst cited SLAC (School Learning Action Cell) sessions and Inset (In-Service Training) as useful for improving teaching strategies, while Pearl also recognized the role of curriculum-related training in their professional development.

“At least three trainings, SLAC, School-Based with CPD units, and INSET. The school-based advantage I see as having significant benefits in translation, dissemination, and acculturation because it focuses on teaching strategies, literacy and numeracy, ICT teaching strategies, and the Matatag Curriculum.”- Amethyst

Additionally, Garnet highlighted the importance of helping individuals develop their skills and promote social adjustment and integration.

“For me, we can address it by promoting cultural awareness, encouraging communication, avoiding stereotypes, resolving conflict, embracing diversity, and being flexible as a teacher.” -Garnet

These responses underscore the value of instructional training programs in

improving material preparation, curriculum integration, and skills enhancement. This is supported by Makarova et al. (2019) where he claims that the teaching practice’s content, methodologies, activities, teaching style, skills, and communication, among other things, are risk factors for infusion process.

Table 2
Diffusion of Instructional Methods

Emerging Themes	Clustered Themes	Codes	Significant Statements
Diffusion of New Methods from Instructional Training	Peer Mentoring	Helping Colleagues	<i>“So, I do the... peer...peer mentoring”</i>
	Collaboration	Sharing with Colleagues	<i>“I share it to my colleagues...”</i>
		Significant Collaboration	<i>“We have the LAC session, division-wide training in AP...”</i>
	Social cohesion	Cultural Understanding	<i>“Facilitating open discussions and dialogue among colleagues, and parental and community engagement.”</i>
	Cultural Learning	Social Integration	
	Discussions and Sharing Strategies	Update of Instructional Methods,	<i>“We have the LAC session, division-wide training in AP; we have already had those. And the most recent one is the Matatag curriculum training”</i>
		Instructional Material Preparation	

The diffusion of instructional methods refers to the process by which new teaching strategies, tools, and techniques are shared, adopted, and integrated across educators within a school or department. Effective diffusion promotes not only the adoption of new methods but also fosters a culture of collective learning and shared pedagogical improvement. According to Swaidan (2018), integration entails keeping the native culture while also assimilating into the dominant culture.

Peer Mentoring and Collaboration

A recurring theme across participants is the reliance on peer mentoring and collaboration to diffuse new instructional methods. Ruby emphasized the role of peer mentoring, specifically helping colleagues who struggled with technology, like manipulating laptops. This hands-on support allowed for the diffusion of

knowledge in a more personalized and accessible way. Topaz (2017) emphasized the significance of collaboration and peer support in this diffusion process.

“So, in diffusion, I shared it with my colleagues, especially those who found it difficult in manipulating their laptop. So, I do the... peer...peer mentoring.”- Ruby

“Scaffolding po is another one and last is embracing change. Okay. So, what support system and resources that includes maybe peer support and collaboration, visual aids and technology, facilitating open discussions and dialogue among colleagues, and parental and community engagement.”- Topaz

These responses highlight a strong sense of collegiality and shared responsibility within the social studies department, fostering a supportive environment for adopting new methods, as agreed by Salloumk et al. (2020), in which he mentioned that educators handle acculturation through language power relations.

Cultural Understanding and Social Integration

Garnet introduced a unique perspective on diffusion, highlighting how instructional strategies not only spread knowledge but also promote social adjustment and cultural understanding. Facilitating integration among students of diverse backgrounds foster a learning environment that diffuses not just educational content but also values related to social cohesion and cultural learning.

“It can build positive relationship with others, and then the students may develop their talents and skills. So the students may also apply it to real life situation, for example, by means of being innovative. So in our school, we are conducting said school exposition, development, or expo.”- Garnet

Encouraging Discussions and Sharing Strategies

Discussion and dialogue were also noted as key methods for diffusing new instructional methods. Pearl emphasized how sharing learnings from professional development training and encouraging discussions among colleagues helps to spread strategies across the department (Porsch & Wendt, 2015).

“This year, I remember having three or more training sessions.” But for social studies, we have the LAC session, division-wide training in AP, we have already had those. And the most recent one is the Matatag curriculum training.”- Pearl

This is anchored with the findings of Ludwig and ElHani (2020) stating that the diffusion of new instructional methods is a dynamic, interactive process that relies on collective engagement, dialogue, and a shared commitment to improving teaching practices.

Table 3
Acculturation of Instructional Methods

Essential Theme	Clustered Themes	Codes	Significant Statement
Acculturation of Methods from Instructional Training	Adaptation in Teaching Practices	Use of Technological Application	<i>"Acculturation, I use it in my class, especially in the STEP group"</i>
		Adapting Teaching Strategies	<i>"-adapting teaching strategies to meet the needs of diverse students"</i>
	Promoting Social Adjustment and Cultural Sensitivity	Understanding different culture	<i>"By means of helping individuals to develop their skills, then understand different cultures, and promote social adjustment and integration"</i>
		Integrating Effective learning experiences	
		Embracing Diversity	
	Emotional and Behavioral Engagement	Emotional Engagement	<i>"promote active student participation, emotional investment, and behavioral engagement in the learning process"</i>
		Behavioral Engagement	

Acculturation refers to the adaptation and integration of instructional methods within the cultural and social contexts of the classroom. When educational participants symmetrically acknowledge, validate, and incorporate the various cultures within the curriculum, an acculturation process may be inclusive (Manthalu & Waghid, 2019). Several key themes emerge from the participants’ responses in exploring how acculturation influences the successful implementation of instructional training.

Adaptation in Teaching Practices

Acculturation is deeply tied to how educators adapt their teaching strategies to accommodate diverse cultural contexts. Several participants emphasized the importance of recognizing cultural differences and aligning instructional methods accordingly. Ruby provided a clear example of this when they introduced Canva as a tool for student output and observed that “most of the student outputs were excellent.”

“Acculturation, I use it in my class, especially in the STEP group. I told them to use the Canva apps in making their output, but most of the student outputs was excellent. It was beyond my expectation, and they were more expert, really. That’s why I asked them what apps or website they use, but in the regular class, I used my instructional materials. They were amazed, and all the... their eyes are on the screen. And they will say, Wow! Especially if you’re going to put animation.” -Ruby

Onyx further emphasized the role of acculturation by describing how they adapt teaching strategies to diverse cultural contexts, reflecting an understanding that students from different backgrounds may require varied approaches for optimal learning outcomes.

“Acculturation adapting teaching strategies to meet the needs of diverse students, for example, populations and navigating changes in educational policies.”- Onyx

Promoting Social Adjustment and Cultural Sensitivity

Acculturation also promotes social adjustment and cultural sensitivity within instructional training. Garnet noted that their instructional methods help students understand different cultures and promote social integration. This approach aligns with the broader goal of creating an inclusive learning environment where students from varied cultural backgrounds can thrive.

“By means of helping individuals to develop their skills, then understand different cultures, and promote social adjustment and integration. For example, in our school, once a year we are celebrating IPED month for IP learners.”- Garnet

Jade also supported this, stating that training programs offer opportunities to understand diverse cultures, which is a key element of acculturation. Integrating cultural sensitivity into teaching strategies helps create a more inclusive classroom environment that acknowledges and respects diversity.

“By incorporating those approaches from our training seminars. In our preparing our lessons and curriculum development we can as a teacher. We more create more our lessons engaging more relevant and effective learning experiences that cater the diverse of the students. So, we make it even easier.”- Jade

Emotional and Behavioral Engagement

Another significant theme is the role of emotional investment and behavioral engagement in acculturation. Sapphire highlighted this aspect, noting that successful instructional training relies not just on cognitive learning but also on fostering emotional and behavioral connections with students.

“By employing these strategies, teachers can facilitate engaging classroom interactions that promote active student participation, emotional investment, and

behavioral engagement in the learning process.” - Sapphire

The successful implementation of instructional training is deeply intertwined with the process of acculturation. Participants’ responses highlight the importance of adapting teaching strategies to diverse cultural contexts, engaging students emotionally and behaviorally, and integrating cultural elements into lesson plans. Acculturation not only enhances instructional effectiveness but also fosters a more inclusive and culturally sensitive learning environment, promoting social adjustment and cohesion (Tovar-Gálvez, 2021).

Table 4
Impact of Instructional Training in Teaching Practices

<i>Essential Theme</i>	<i>Clustered Themes</i>	<i>Codes</i>	<i>Significant Statement</i>
Impact of Instructional Training in Teaching Practices	Enhanced Student Engagement and Interactive Teaching	Transformed teaching practices	<i>“The learning and teaching were more interactive”</i>
		Incorporated Approaches	<i>“-the effectiveness of the teacher in training program in preparing teacher to incorporate new techniques into their teaching process”</i>
	Preparation and Application to Real-Life Learning	Develop students’ talents and skills	<i>“It can build positive relationship with others, and then the students may develop their talents and skills”</i>
		Dynamic and student-centered instructions	
	Adaptation to Diverse Learning Styles and Inclusive Instruction	Interactive and multimedia-based learning	<i>“-it encourages teachers also to incorporate diverse cultural perspectives into their lesson planning and curriculum development.”</i>
		Different strategies and methods in teaching	
		Enhanced pedagogical skills	

Instructional training has influenced teaching strategies, student engagement, and classroom management. Taddeo et al. (2017) said that the teachers play a vital role in education to make a child be ready in the real-world situation. The participants’ experiences highlight these trainings’ profound and lasting effects on their professional development and their ability to create more dynamic, inclusive, and effective learning environments. Highlighted responses are as follows:

Enhanced Student Engagement and Interactive Teaching

A major theme across the participants' responses is the enhancement of student engagement through interactive teaching methods. Ruby emphasized the transformation of their teaching practices by noting, more interactive discussion and more participative students, reflecting how instructional training fostered a more engaging classroom dynamic.

“I think these training programs prepared that I can incorporate this in my teaching process. The learning and teaching were more interactive. And the students were more participative, especially if you're going to use the headcount approach. They will be... they are attentive... they were attentive” - Ruby

Sapphire similarly noted the positive effect on student engagement, observing that students found learning more fun and participatory.

“I think these training programs are effective in preparing this to incorporate these approaches through the effectiveness of the teacher in training program in preparing teacher to incorporate new techniques into their teaching process can be mixed and also it depends on its design implementation and relevance to the teacher needs and students as they teach.” - Sapphire

Preparation and Application to Real-Life Learning

Instructional training has also significantly influenced lesson preparation and the application of learning to real-life contexts. Garnet highlighted how these trainings help build positive relationships with students, allowing them to develop their talents and skills and apply it to real-life situations (Akareem, 2016). This lived experience underscores the lasting impact of instructional training in helping teachers design lessons that not only meet academic needs but also prepare students for real-world challenges.

“It can build positive relationship with others, and then the students may develop their talents and skills. So the students may also apply it to real life situation, for example, by means of being innovative.” - Garnet

Pearl also found instructional training particularly effective in enhancing lesson preparation. They mentioned that the training helped make the teaching process more “creative” and “engaging,” with a special focus on assessment and student engagement.

“I am becoming more creative in making and preparing my lesson plans, and especially in the activities that I can conduct, and not only that but also in the assessments that I will give to my students.” - Pearl

Adaptation to Diverse Learning Styles and Inclusive Instruction

Another significant theme is the adaptation of teaching methods to meet the diverse learning styles and needs of students. Participant 4 emphasized the importance of adapting their teaching methods for diverse learners, a key takeaway from instructional training.

“Improve student engagement through interactive and multimedia-based learning experiences po. And it encourages teachers also to incorporate diverse cultural perspectives into their lesson planning and curriculum development.” - Topaz

Onyx also echoed this sentiment, emphasizing how instructional training has enabled them to better cater to the varying abilities of students.

“It is very effective to have different strategies and methods in teaching so that we can cater different abilities of the students.” - Onyx

These training programs have made lessons more engaging and relevant by helping teachers integrate new approaches and deal more effectively with students, which ultimately contributes to student success. This focus on continuous professional development ensures that teachers stay updated with evolving educational practices (Berray, 2019).

Table 5
Challenges in Infusion, Diffusion, and Acculturation of Instructional Training

Essential Theme	Clustered Themes	Codes	Significant Statement
Challenges in Infusion, Diffusion, and Acculturation of Instructional Training	Technological and Resource Limitations	Slow Internet Connection	<i>“lack of gadgets and financial constraints”</i>
		Lack of gadgets	
		Financial Constraints	
		Large Class Size	<i>“The large sizes of the school and the number of sped students in engaging in our classroom”</i>
	Communication Barriers and Lack of Support	Time Management	<i>“Number one time management”</i>
		Budget Constraints	
		Difficulty in communicating with parents	<i>“communicating with the parents because of lack of technology for the said programs or trainings or activity...”</i>
		Inadequate opportunities	

Technological and Resource Limitations

The most important factors pertaining to information and communication technology (ICT) in education are their aptitude, knowledge, and abilities, as well as their disposition and preparedness for additional education (Alazam et al., 2013). Ruby pointed out issues like slow internet connection, lack of gadgets, and financial concerns, which made it difficult to incorporate digital tools into their lessons. These challenges are especially significant in settings where technology is required for modern teaching strategies, yet access to it remains limited.

“The challenges that I encountered was...because the instructional program that we had was the using of Canva. And the problem we had, or I had experienced, was the slow internet connection. So, it’s very difficult.” - Ruby

Time Constraints and Classroom Environment

Sapphire mentioned that time constraints and a large class size were major hurdles during the infusion process, making it challenging to apply new teaching strategies effectively.

“The difficulties that I face in adapting these approaches to meet needs of diverse students are the large sizes of the school and the number of sped students in engaging in our classroom.” - Sapphire

Communication Barriers and Lack of Support

Garnet brought attention to the difficulty of communicating with parents due to lack of technology, as well as the overlapping nature of school activities, which reduced the opportunities for teachers to apply what they learned from instructional training.

“Most common problems is by means of communicating with the parents because of lack of technology for the said programs or trainings or activity. Then lack of facilities, overlapping of school activities, that’s why sometimes the schedule for the said program or activity is not followed. Then inadequate opportunities to apply learned skills.” - Garnet

The process of infusion, diffusion, and acculturation of instructional training is coupled with challenges that is supported by Caldis’ (2017) claim that many of which stem from structural issues like limited resources, technological barriers, and time constraints.

Table 6
Social Studies Teacher’s Coping Strategies on the Challenges of Instructional Training

Essential Theme	Clustered Themes	Codes	Significant Statement
Coping in Infusion, Diffusion, and Acculturation of Instructional Training	Support System	Coaching and Mentoring	<i>“My colleagues through their coaching and mentoring, the admin support...”</i>
		Stakeholders Support	<i>“my mentor colleague through their coaching and mentoring”</i>
			<i>“By mentoring, asking constant feedbacks, and of course it’s also important to build connections from our colleagues to work hand in hand”</i>

Coaching and Mentoring

Coaching and mentoring are invaluable strategies for helping teachers cope with the challenges associated with infusing, diffusing, and acculturating instructional training into their professional practice. Coaching facilitates structured, one-on-one interactions where an experienced professional offers tailored feedback, helping teachers identify their strengths, refine their practices, and overcome specific hurdles. This is manifested in the statement of Ruby.

“My colleagues through their coaching and mentoring, the admin support through... the inset or trainings given by them as well as the Department of Education and the online platform, the online seminar and our trainings.”- Ruby

Stakeholders Support

Stakeholder support is an important aspect in teachers coping for the challenges of infusing, diffusing, and acculturating instructional training. Stakeholders, such as community partners, can provide the necessary support through targeted professional development programs, resource allocation, and mentorship (Porsch & Wendt, 2015). Amethyst put an emphasis on this.

“First community engagement - I will actively involve the community in the process to ensure their perspective needs and values are considered and respected also partnerships and collaborations with local organizations, leaders, and stakeholders to leverage existing networks and resources”- Amethyst

CONCLUSION

Based on the findings, it is evident that social studies teachers experience instructional training programs emphasizing infusion, diffusion, and acculturation approaches as transformative and enriching. The infusion approach allows teachers to seamlessly integrate innovative teaching strategies, technology, and curriculum enhancements into their classroom practices. Through infusion, educators not only enhance their instructional preparedness but also create more engaging and adaptable learning environments that foster both academic growth and critical thinking.

The diffusion of instructional methods plays a crucial role in promoting collaboration and peer learning among social studies teachers. By sharing newly acquired strategies and experiences, teachers contribute to a culture of collective growth and professional support within their schools. This collaborative culture also supports ongoing dialogue around pedagogy, enabling teachers to refine their methods and adapt to educational shifts collectively, which ultimately benefits students across classrooms.

Acculturation, as observed in this study, highlights teachers' capacity to adapt and contextualize new teaching methods to align with the cultural diversity and unique learning needs of their students. Through culturally responsive teaching and the incorporation of technological tools, teachers foster inclusive and emotionally engaging classrooms. The ability of teachers to acculturate instructional methods underscores the importance of training programs that emphasize cultural sensitivity and adaptability in today's diverse educational landscape.

However, despite these positive outcomes, social studies teachers face significant challenges in implementing the infusion, diffusion, and acculturation approaches. Issues such as limited technological resources, large class sizes, time constraints, and financial limitations hinder their ability to fully apply innovative strategies. Communication barriers with parents further complicate the process, indicating a need for stronger school-community partnerships.

TRANSLATIONAL RESEARCH

Through examining the experiences of social studies teachers in implementing instructional training programs grounded in infusion, diffusion, and acculturation, the study "Integrating Innovation: The Transformative Impact of Infusion, Diffusion, and Acculturation in Social Studies Instruction"

provides valuable insights for educators, school leaders, and policymakers. These approaches were found to be transformative in promoting effective, inclusive, and culturally responsive teaching.

Teachers benefit significantly from the infusion of innovative strategies and technology, which enhances their instructional delivery and fosters engaging, student-centered classrooms. The diffusion process promotes collaboration and peer mentorship, creating a culture of shared learning and ongoing professional growth among teachers, which contributes to more consistent and adaptable teaching practices.

Acculturation further empowers teachers to tailor instructional methods to the cultural and learning needs of their students. By fostering inclusive and emotionally supportive classrooms, this approach highlights the importance of professional development programs that emphasize both adaptability and cultural sensitivity.

The study calls on administrators and policymakers to address persistent challenges such as limited resources, large class sizes, and communication gaps with parents by strengthening infrastructure, training support, and community partnerships. A sustained investment in teacher development and inclusive policies is essential to ensure that innovative instructional approaches translate into meaningful, long-term improvements in student learning outcomes.

Author Contribution: Lea P. Monloy: Writing—Original Draft, Conceptualization, Methodology, Investigation; Nancy B. Espacio: Writing—Review & Editing, Supervision

Funding: This research received no external funding.

Institutional Review Board (IRB) Statement: Not Applicable.

Informed Consent Statement: Typed written letter.

Data Availability Statement: No new data was created.

Conflict of Interest: The authors declare no conflict of interest.

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