International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.minduraresearch.com/journal/index

Integrating Artificial Intelligence (Ai) in Social Studies Instruction: Effect on Students' Engagement and Interest

SARAH JANE P. DOMINGO
Teacher- III
Salinugan National High School
Salinungan West, San Mateo, Isabela
sarahjane.domingo@deped.gov.ph

MARIO P. TAMANA, EdD
Assistant Professor- II
Isabela State University- Main Campus
San Fabian, Echague, Isabela
mario.p.tamana@isu.edu.ph

Publication Date: 06-05-2026

ABSTRACT

This descriptive- correlational study investigated the impact of Artificial Intelligence (AI) in Social Science instruction and its effects on student engagement and interest at Salinungan National High School, San Mateo, Isabela. The respondents included seven Social Science teachers who were mostly female and aged 31–35, with graduate-level education and moderate ICT exposure, and 291 junior high school students across grade levels, who were also predominantly female. Also, more than half of the students reported using AI often, and that majority relied on WiFi for internet access. Findings revealed that teachers utilized AI extensively in lesson planning, content delivery, classroom management, and research. However, AI use in assessment, particularly grading and feedback, remained limited. On the other hand, students, reported frequent AI use and agreed that AI positively influenced their learning through personalization, interaction and engagement, academic support, and overall satisfaction. In addition, perceptions of the benefits of AI were consistent across sex, grade levels, frequency of use, and source of internet connection which confirms its uniform educational impact. The study concludes that AI enhances engagement and interest in Social Science instructions which affirm its role as a pedagogical partner rather than a mere technological aid. The study recommends expanding research to larger populations across multiple schools and districts, investigating other subject areas, explore AI's role in assessment and feedback, conducting longitudinal studies to examine sustained impacts, and monitoring policy implementation to ensure responsible, inclusive, and values-driven integration of AI in education.

Keywords: Academic support, interaction and engagement, personalized learning, policy implementation, technological aid

Received: 03-02-2026 **Revised:** 03-23-2026 **Accepted:** 05-30- 2026 **Published:** 06-05-2026

ISSN:3116-2991

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.minduraresearch.com/journal/index

INTRODUCTION

Globalization has created an increasingly diverse and hyperconnected world. To confront the new challenges, individuals must acquire new competencies, including understanding skills, attitudes, and values, in order to achieve individual goals and autonomous development, as well as collective goals that involve interaction with society (Yáñez & Gómez-Trigueros, 2021). Social studies education serves as a cornerstone in preparing students for active and informed participation in society. As described, Social Studies is an integrated discipline that encompasses concepts that require a resourceful teacher to handle effectively. This posits that "the effectiveness of every concept taught in the classroom depends solely on formative assessment, whereby both teachers and learners receive feedback during the learning interactions" (Bordoh, 2023). A study pointed out that: "Students taught not to understand Social Studies as an attitudinal building or problem-oriented subject, but overemphasized the knowledge component of the subject may pass through the academic system without acquiring worthwhile skills, values, and attitudes that will enable them to solve their problems and those of society. This implies that "the concepts in Social Studies as a discipline can effectively be taught by teachers who possess the requisite qualification in Social Studies, but not any teacher from a different academic discipline.

However, the effective implementation of social studies curricula in small schools, particularly those in rural or under-resourced areas, faces numerous challenges. Resource limitations, such as outdated textbooks, inadequate access to technology, and a scarcity of teaching materials, often hinder the delivery of comprehensive and engaging lessons. Additionally, multi-grade classrooms—a hallmark of small schools—require teachers to address diverse academic levels, learning styles, and developmental needs simultaneously. These structural and systemic barriers underscore the need for innovative approaches to ensure equitable access to high-quality social studies education (Phinla et al., 2024).

In the Philippines, the social studies curriculum is anchored on developing 21st-century-skilled, functionally literate, and holistically developed Filipino learners. The primary aim of social studies is to develop learners to become citizens who are investigative, critical thinkers, responsible, productive, environment-friendly, patriotic, and values-oriented with a nationalistic and global view and value to social and historical topics (Department of Education, 2016). The role of social studies in 21st-century society is crucial, as it provides a platform for better understanding the issues and concerns that are both locally grounded and globally connected.

This has been supported by the previous research that mainly focused on the cultivation of 21st-century skills in social studies (Rogayan et al., 2021), internationalizing social studies education (White, 2018), 21st-century teaching strategies in social studies (Egharevba & Iyamu, 2020), and learning in the 21st-century environment (Sunarno et al., 2020). However, very little scholarly attention has been given to the relevance of adopting the trend of incorporating Artificial Intelligence (AI) into Social Science instruction from the perspectives of the teacher and the students.

As mentioned by Jacob et al. (2025), Artificial Intelligence (AI) has become an integral part of the global education revolution, redefining the way knowledge is created, shared, and utilized through innovation in content creation, innovative learning, prediction, and virtual assistants. Within this new education revolution, Social Studies education, which aims to enhance civic, historical, socio-political, and critical awareness, is set for revolution through new innovative approaches in teaching methods facilitated by Artificial Intelligence technologies.

Artificial intelligence has the potential to significantly impact how teachers and students interact with each other in the classroom. Teachers can determine where challenges may lie with students and tailor education services to each learner using artificial intelligence. Furthermore, teachers will be able to utilize artificial intelligence by spending more time with students one-on-one, as administrative tasks will be simplified. Additionally, artificial intelligence will be able to track the development of students and project future outcomes based on their data. AI can be beneficial in the classroom, as it has the potential to enhance learning and academic outcomes for students.

Current literature has shown the effects of Artificial Intelligence in redesigning the learning experience in different dimensions. This has included the emergence of research on the use of AI in education in different countries, such as the study of Galindo-Domínguez et al. (2024), where they found that the implementation of AI in class has a positive impact on classroom instruction; however, this requires specific teacher training and education to reap the benefits of AI in class fully. This has been complemented by the emergence of García-Martínez et al. (2023), who, in their systematic review and meta-analysis, clearly noted that AI and CS have a profound impact on improving the performance and motivation of learners in education, especially in STEM fields. This has been complemented by the views of Hussain et al. (2022), who emphasized that AI in education has a significant impact on improving the quality

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.mindumaresearch.com/journal/index

of learning and academic success, due to AI's capability to simulate human problem-solving and thus cater to every learner's specific learning process. This has been complemented by others who viewed AI and its impact in a different dimension in education, as seen in their publications, such as the studies by Kamalov et al. (2023) and Nuryadin and Marlina (2023), which suggest that AI provides learners with personalized and efficient content delivery based on their learning needs.

At Salinungan National High School, a decline in student interest has been observed, as indicated by observations and interviews conducted with teachers. Moreover, responses from the learners have shown that memorization is a vital component for learning Social Science better, which is challenging for them to do. Sometimes, they also feel sleepy and struggle to focus on the discussion content. Further, as observed by the researcher, declining interest is evident in their gestures and actions during class discussions. Sometimes, they do not realize that they have fallen asleep.

Despite a vast body of literature outlining the positive role of AI in general education, 21st-century social studies skills mastery, and addressing challenges in the curriculum across different international contexts, a gap has been observed in specific local secondary schools in the Philippines. Most studies are concentrated in urban universities, STEM subjects, and higher educational settings, dismissing the distinct challenges posed by such limited resources in rural schools such as Salinungan National High School, including meager internet capacity, multi-grade instruction, outdated learning materials, and noted learner disengagement evidenced by sleepiness, rote memorization, and dwindling interest in class discussions. Most critically, there is an absence of empirical studies on the integration of AI, particularly in teaching social sciences, as an even more significantly challenging process of cultivating citizens' awareness and critical thinking skills and relevant applications outside the classroom from dual perspectives concerning levels of AI adoption by teachers themselves as well as the learners. Overall, this study aligns with the attainment of Sustainable Development Goal 4: Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The core focus of the research is to address the challenges of maintaining student interest in social science education by assessing the integration of AI in Social Science education.

Statement of the Problem

This research sought to determine the impact of incorporating artificial intelligence in Social Science instruction by the teachers and determine its effects on students' engagement and interest.

Specifically, this aimed to answer the following questions:

1. What is the profile of the teacher – respondents based on the following:
   1.1 Sex;
   1.2 Years in teaching;
   1.3 Highest educational attainment; and
   1.4 Number of attended ICT-related seminars?
2. What is the profile of the student – respondents based on the following:
   2.1 Sex;
   2.2 Grade Level;
   2.3 Frequency on the use of AI; and
   2.4 Source of internet connection?
3. What is the level of Artificial Intelligence (AI) usage of the Social Science Teachers in Salinungan National High School?
4. What is the impact of using Artificial Intelligence (AI) among student-respondents in terms of the following:
   4.1 Personalized learning;
   4.2 Interaction and engagement;
   4.3 Academic support; and
   4.4 Overall satisfaction?
5. What policy recommendations can be proposed for the ethical adoption of Artificial Intelligence (AI) in Social Science instruction?

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.minduraresearch.com/journal/index

METHODOLOGY

Research Design

The descriptive-correlational method was utilized to examine the integration of Artificial Intelligence in social studies Instruction and determine its effects on students' engagement and interest. Descriptive research design was utilized to describe the profile of the respondents, including teachers and students. On the other hand, it is correlational as it looked on the relationship of the assessed level of AI usage among social science teachers and the impact of AI on learners leaning experiences.

Respondents of the Study

The respondents of the study included seven (7) Social Science teachers who were mostly female and aged 31–35, with graduate-level education and moderate ICT exposure, and 291 junior high school students across grade levels, who were also predominantly female. Based on a 95% confidence level and a 5% margin of error, 291 served as the samples of the study. Stratified random sampling was employed to ensure proportional representation across all grade levels.

Research Instrument

Survey questionnaires served as the primary tool in gathering data. There were two sets of questionnaires in this study as there were two groups of respondents, both composed of two parts, namely part I for the profile, and part II for the questionnaire proper.

For the teacher-respondents, the questionnaire was adopted from the study of Jacob et al. (2025) "Artificial Intelligence Adoption in Social Studies Instruction: A Study of Universities in South-South Nigeria. Comprising of 10 items that captured their engagement with AI for lesson planning, content delivery, classroom management, research, and assessment. To establish the content validity of the instrument, the questionnaire was reviewed by academic experts. Their suggestions on clarity, item structure, and alignment with research objectives were incorporated before the instrument was finalized. The reliability of the instrument was tested through a pilot study conducted with Social Science teachers in San Mateo, Isabela. The responses were analyzed using the Cronbach Alpha method, and the instrument yielded a reliability coefficient of 0.887, indicating acceptable internal consistency

Meanwhile, for the student-respondents, the questionnaire determining the impact of using AI was adopted from the study of Hussain and Aiman (2025) on their study, "Analyzing the Impact of AI on Student Engagement and Interaction in Virtual Learning Environment". It is consisting of 29 items measured on a five-point Likert scale ranging from "strongly disagree" to "strongly agree." The instrument was developed to assess multiple dimensions of AI integration in education, including its effectiveness in enhancing learning experiences and student outcomes. To establish the content validity of the instrument, the questionnaire was reviewed by academic experts. Their suggestions on clarity, item structure, and alignment with research objectives were incorporated before the instrument was finalized. The reliability of the instrument was tested through a pilot study conducted with Junior High School students of San Mateo Vocational and Industrial High School. The responses were analyzed using the Cronbach Alpha method, and the instrument yielded a reliability coefficient of 0.888, indicating excellent internal consistency.

Statistical Tools

Frequency counts and percentage distribution were used to describe the profile of the teacher and student respondents. Mean was used to determine the level of AI usage of the teacher-respondents, and the impact of using AI among the student-respondents in terms of personalized learning, interaction and engagement, academic support, and overall satisfaction learning.

RESULTS AND DISCUSSION

A. Profile of the Teacher-Respondents

Table 1. Profile of the Teacher-Respondents

Profiles	Frequency (n = 7)	Percent (100.00)
Sex		

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.minduraresearch.com/journal/index

Male	1	14.30
Female	6	85.70
Age		
20-25 years old	1	14.30
26-30 years old	2	28.60
31-35 years old	3	42.90
41-45 years old	1	14.30
Highest Educational Attainment		
With Master's Degree Units	5	71.40
With Master's Degree	1	14.30
With Doctorate Degree	1	14.30
Number of ICT-related Seminars Attended		
2	4	57.10
3	2	28.60
5	1	14.30
Years in Teaching		
0-5	3	42.90
6-10	2	28.60
21-25	1	14.30
26-30	1	14.30

Table 1 shows the data on the profile of teacher- respondents.

It can be surmised that in terms of their sex, six or 85.70 percent of the teacher-respondents were female while only one or 14.30 percent was male. As to their age, three or 42.90 percent were 31-35 years old, two or 28.60 percent were 26-30 years old, and one or 14.30 percent were ages 20-25 years old and 41-45 years old. When it comes to the respondents' highest educational attainment, all of them had advanced to graduate studies, specifically, 5 or 71.40 percent have their units in their master's degree, and one or 14.30 percent had finished master's degree, and doctorate degree, commonly. For the number of ICT-related seminars attended, four or 57.10 percent of them had two seminars about it, two or 28.60 percent had three seminars, and one or 14.30 percent had attended one seminar related to ICT. Lastly, in terms of years in teaching, it can be gleaned that three or 42.90 percent had 0-5 years' experience, two or 28.60 percent had 6-10 years of tenure, and one or 14.30 percent had a tenure in the organization for 21-25 years and 26-30 years, respectively.

Table 2. Profile of the Student- Respondents

Profiles	Frequency (n = 291)	Percent (100.00)
Sex		
Male	116	39.90
Female	175	60.10
Grade Level		
Grade 7	86	29.60
Grade 8	72	24.70
Grade 9	62	21.30
Grade 10	71	24.40
Frequency on the Use of AI		
Always	49	16.80
Often	162	55.70
Seldom	80	27.50
Source of Internet Connection		
WiFi	235	80.80

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.minduraresearch.com/journal/index

Data Connection	56	19.20

Table 2 shows the data on the profile of student- respondents.

It has been shown that most of the student-respondents were female covering 175 or 60.10 percent of the sample while 116 or 39.90 percent were male. In terms of grade level distribution of the respondents, 86 or 29,60 percent were grade 7 students, 72 or 24.70 percent were grade 8, 71 or 24.40 percent were grade 10, and 62 or 21.30 percent were grade 9.

As to the frequency on the use of AI of the respondents, majority of them accounting to 162 or 55.70 percent were using it often, 80 or 27.50 percent used it seldom, and 49 or 16.80 percent were using it always.

Lastly, it can be gleaned that 235 or 80.80 percent have WiFi as their source of internet connection, and 56 or 19.20 percent uses data as a mean of connecting to the internet.

Table 3. Level of Artificial Intelligence (AI) usage of Teacher- Respondents

Dimensions	Mean	Descriptive Equivalent (DE)
Lesson Planning		
1. AI applications for lesson planning and content delivery in Social Studies	3.42	High
2. Incorporation of AI-Based tools in teaching of Social Studies	3.14	High
Content Delivery		
1. Usage of AI for interactive learning activities in Social Studies	3.42	High
2. I use AI for personalizing students' learning experiences in Social Studies	3.28	High
Classroom Management		
1. Integration of AI into classroom management in Social Studies lessons	3.14	High
2. I use AI for creating simulation-based activities in Social Studies	3.00	High
Research		
1. Application of AI tools for research purposes in Social Studies	3.14	High
2. Usage of AI-powered tools for data analysis in Social Studies research	3.14	High
Assessment		
1. Extent of relying on AI for assessing students in Social Studies	2.57	High
2. Usage of AI for grading and feedback in Social Studies courses	2.42	Low

Table 3 presents the level of artificial intelligence usage of Social Science teachers.

It can be gleaned that the teachers are using AI in lesson planning to a high level as they were using AI applications for planning and content delivery in Social Science studies, and incorporate AI-based tools in teaching the subject. This has been shown by the mean of 3.42 and 3.14, respectively. The same has been shown along content delivery as they highly use AI for interactive learning activities, and personalizing students' learning experiences in the subject shown by the means of 3.42 and 3.28.

In relation, the use of AI in terms of classroom management is also highly sought as they integrate it in classroom management in Social Studies lessons, and use it for creating simulation-based activities related to the subject. This was shown by the means of 3.14 and 3.00, respectively. This is also similar to the level of AI usage of the teachers in terms of research as they use AI for research purposes, and use AI-powered tools for data analysis in social studies, as reflected in the common mean of 3.14.

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.mindumaresearch.com/journal/index

Lastly, in terms of assessment, there is a high level of extent of relying on AI for assessing students in Social Studies with a mean of 2.57, but low in the use of AI in terms of grading and giving feedback in the Social Studies courses. The findings are in consonance with the study of Chan (2023) and Prather et al. (2023) showing that research in education reveals a broadly optimistic outlook on AI integration, which emphasize its capacity to customize learning experiences, heighten student engagement, and mitigate persistent issues such as achievement disparities and teacher attrition. In addition, AI is widely regarded not as a substitute but as a powerful enhancer of teachers' roles, amplifying their effectiveness in dynamic classroom settings (Chiu et al., 2021; Crawford et al., 2023).

This implies that the strong embrace of AI for lesson planning, content delivery, classroom management, and research of Social Science teachers while using it moderately for assessment and sparingly for grading points to real productivity.

Table 4. Impact of Using AI among Student- Respondents

Dimensions	Mean	DE
A. Personalized Learning		
1. AI tools have helped me personalize my learning experience based on my individual needs and preferences.	3.09	Agree
2. AI technologies have provided me with personalized feedback to improve my academic performance.	3.03	Agree
3. I feel more motivated to learn and engage with course materials due to the personalized support from AI.	2.85	Agree
4. AI has helped me set and achieve personalized learning goals effectively.	2.91	Agree
5. AI tools have facilitated a more personalized and adaptive learning experience for me.	2.93	Agree
6. The use of AI has enhanced my personalized learning journey in a significant way.	2.92	Agree
B. Interaction and Engagement		
1. AI tools have enhanced my interaction with course materials and content.	2.94	Agree
2. The use of AI has increased my engagement in online learning activities.	3.02	Agree
3. AI technologies have improved my ability to interact with classmates and instructors in virtual settings.	2.85	Agree
4. I feel more engaged in my learning process due to the personalized recommendations and feedback provided by AI.	2.94	Agree
5. I has positively impacted my overall level of interaction and engagement in educational tasks.	2.96	Agree
6. The use of AI has made learning more interactive and engaging for me.	3.00	Agree
7. I believe that AI tools have helped me collaborate more effectively with peers on academic projects.	2.97	Agree
8. AI has encouraged me to participate more actively in discussions and group activities.	2.84	Agree
C. Academic Support		
1. The use of AI in education has enhanced my understanding of complex concepts and topics.	3.05	Agree
2. AI tools have provided me with personalized academic support tailored to my individual learning needs.	3.00	Agree
3. The use of AI has improved my access to resources and materials that support my academic learning.	3.02	Agree
4. AI technologies have helped me better understand complex academic concepts and topics.	3.05	Agree

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.mindumaresearch.com/journal/index

5. I feel more confident in my academic abilities due to the assistance and support provided by AI.	2.88	Agree
6. The use of AI has made it easier for me to seek help and assistance with academic challenges.	3.02	Agree
7. AI tools have helped me stay organized and on track with my academic responsibilities.	2.96	Agree
D. Overall Satisfaction		
1. The use of AI has improved my overall academic performance and learning outcomes.	2.97	Agree
2. I believe that AI has positively impacted my ability to learn and retain information.	2.96	Agree
3. The use of AI in my academic experience has enhanced my overall satisfaction with the learning process.	3.00	Agree
4. AI tools have improved my overall satisfaction with the level of support and assistance available to me as a student.	3.01	Agree
5. The personalized feedback and recommendations provided by AI have increased my overall satisfaction with my academic performance.	2.99	Agree
6. AI technologies have positively impacted my overall satisfaction with the level of engagement and interaction in my educational tasks.	2.95	Agree
7. The convenience and accessibility of AI tools have contributed to my overall satisfaction with my academic journey.	2.96	Agree
8. I believe that AI has played a significant role in improving my overall satisfaction with my academic progress and achievements.	3.04	Agree

Legend: 2.50-3.49 = Agree

Table 4 reveals the impact of Using AI among student-respondents.

It can be deduced from the table that there is an agreement on the side of the students on the impact of AI in terms of personalized learning. Specifically, they agreed that AI tools have helped them personalized their learning experience based on their needs and preferences, improved their performance, has helped them to become more motivated to learn and engage with course materials dues to the personalized support, has helped them set and achieve goals effectively, have facilitated a more personalized and adaptive learning experiences, and had influenced their learning journey in a significant way. These have been attested by the means ranging from 2.85 to 3.09.

As to the impact of using AI on interaction and engagement, student-respondents have agreement with all means ranging from 2.84 to 3.02. Specifically, students affirm that AI tools enhance their interaction with course materials and boost engagement in online learning activities, while also improving virtual interactions with classmates and instructors. This extends to personalized recommendations and feedback fostering greater engagement, overall positive effects on educational tasks, and making learning more interactive and engaging. Additionally, students believe that AI had enabled more effective peer collaboration on projects and encouraging active participation in discussions and group activities.

In terms of the impact of AI on academic support, the respondents have also shown agreement on how AI enhances understanding of complex concepts, delivers tailored support to individual learning needs, and improves access to resources and materials that support their academic learning. Further, it has been agreed that this AI support builds confidence in academic abilities, simplifies seeking help for challenges, and aids in staying organized and on track with their academic responsibilities. These have been all shown by the means ranging from 2.88 to 3.05.

Lastly, the students have agreed that AI significantly boosts their overall satisfaction with learning, as shown by the means ranging from 2.95 to 3.04 across all indicators. They affirm that AI improves academic performance and outcomes, enhances retention and learning ability, and elevates satisfaction with the entire learning process. This positive sentiment extends to greater support availability to students, personalized feedback driving performance satisfaction, increased engagement in educational tasks, convenient tool accessibility, and AI's significant role in improving their overall satisfaction with their academic progress and achievements.

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.mindumaresearch.com/journal/index

The results are parallel with the findings of Hussain and Khan (2025) where it has been revealed that AI significantly enhances personalized learning, with 85.9% of students agreeing that AI effectively meets their individual learning needs. Additionally, 71.7% of respondents reported increased engagement with course content as a result of AI integration. While AI substantially improved personalized academic support (74.8%), its capacity for fostering peer collaboration (59.6%) and instructor interactions (44.4%) shows room for advancement which indicates novel areas for further technological development.

Further, Salem (2023) reveals that AI tools significantly enhance personalized learning by customizing learning paths, providing real-time feedback, and facilitating differentiated instruction. Students reported increased engagement and improved academic performance due to the interactive nature and adaptive capabilities of AI-driven platforms.

The findings imply on the AI's transformative potential in creating student-centered Social Studies education, particularly in resource-limited schools. These findings also suggest educators and DepEd to prioritize scalable AI training for teachers to sustain personalization and engagement gains, while investing in infrastructure to address potential digital divides.

Proposed Policy for the Ethical Adoption of Artificial Intelligence (AI) in Social Science Instruction

I. Rationale

The Department of Education has published DepEd Order No. 003 s. 2026 which serves as a foundational guideline in ensuring that AI technologies are used responsibly, equitably, and in alignment with the principles of human-centered education. As such, the integration of AI in Social Science instruction could represent a transformative step in the educational system while upholding ethical, inclusive, and values-driven learning.

As the findings of the study have shown the agreement and high usage of teachers on AI, embedding AI tools in Social Science teaching is seen to enhance lesson planning, content delivery, and student engagement through adaptive learning systems and interactive simulations. With the findings, this innovation must be guided by ethical standards that promote fairness, and preserve the role of teachers as a moral and intellectual guide.

With this, the proposed policy framework provides a structured approach to ethical AI adoption which emphasizes five core areas: **equity and accessibility**, **teacher capacity building**, **curriculum integration**, **ethical governance** and **student empowerment**.

II. Objectives

1. To promote equitable access to AI tools and digital infrastructure.
2. To institutionalize ethical standards for AI use in Social Science instruction.
3. To enhance teacher competence and confidence in AI-assisted pedagogy.
4. To integrate AI in the curriculum while promoting responsible and critical use among learners

Policy Framework and Actionable Recommendations

Policy Area	Objective	Actionable Recommendations	Responsible Offices
1. Equity & Accessibility	Ensure inclusive access to AI tools and resources	Implement school-based digital inclusion programs. Prioritize AI tools adaptable to diverse learners.	School Heads, School ICT Coordinators
2.Teacher Capacity Building	Strengthen teacher readiness for AI integration.	Conduct AI literacy and ethics training. Integrate AI pedagogy into INSET and LAC sessions. Develop mentoring programs for AI-based instruction.	NEAP, Regional and Division HRD, School Heads

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.minduraresearch.com/journal/index

3. Curriculum Integration	Align AI use with values-based Social Science learning.	Embed AI modules in Social Studies curriculum. Use AI for interactive simulations and civic engagement projects. Maintain teacher-led assessment and reflection.	Curriculum Implementers, Subject Coordinators
4.Ethical Governance	Ensure transparency and accountability in AI use.	Establish school-level AI Ethics Committees. Develop ethical use guidelines for teachers and students.	School Governance Councils, School Heads, Teachers
5.Student Empowerment	Promote responsible and critical AI use among learners.	Integrate digital citizenship and AI ethics in Social Studies. Encourage student-led evaluation of AI tools. Foster collaborative learning through AI-assisted projects.	Teachers, Guidance Counselors, Student Organizations

To ensure the ethical adoption of Artificial Intelligence (AI) in Social Science instruction, several policy directions must be considered as reflected in the table.

First, equity and accessibility should be prioritized by guaranteeing that AI tools are available to all learners regardless of socioeconomic status. This is to ensure supporting diverse learners' needs and fill the gap on digital divide. Second, teacher capacity building is essential. As the findings have shown high level AI usage of the teachers, there should be a mandate for continuous AI literacy training for Social Science teachers. Professional development programs should integrate AI pedagogy, focusing on lesson planning, classroom management, and ethical considerations, while encouraging teachers to use AI as a support tool rather than a replacement for human judgment.

In addition, AI use may be integrated into the curriculum. However, it must align with the values of Social Studies instruction to ensure that technology reinforces civic responsibility, cultural awareness, and critical thinking. In relation, AI-driven modules should be observed to promote interactive simulations, historical analysis, and civic engagement, and emphasize formative assessment guided by teacher expertise. Fourth, School-Level AI ethics committee should be institutionalized to oversee implementation on integrating AI in the Social Science instruction. Lastly, student empowerment must be cultivated by training learners in responsible AI use, focusing on digital citizenship, critical evaluation of AI outputs, and ethical online behavior. They should participate in the evaluation of AI tools in ensuring relevance and fairness with the provision of crafted guidelines.

These recommendations ensure that AI integration strengthens Social Science education while upholding ethical standards, inclusivity, and values-driven learning.

CONCLUSION

This study concludes that the integration of Artificial Intelligence (AI) in Social Science instruction enhances student engagement and interest, as shown by the consistent positive perceptions of students across sex, grade levels, and frequency of AI use. Meanwhile, teachers at Salinungan National High School demonstrated high levels of AI utilization in lesson planning, content delivery, classroom management, and research, though its application in assessment particularly grading and feedback remains limited. The students agreed that AI enriched their learning experiences by supporting personalized learning, interaction and engagement, academic support, and overall satisfaction which affirms its role in education. The findings practically highlight the need for continuous professional development to strengthen teachers' AI literacy and pedagogical skills, particularly in assessment practices. Schools should ensure equitable access to AI tools to bridge the digital divide and empower students on the responsible use of AI. The proposed policy framework, aligned with DepEd Order No. 003 s. 2026, provides actionable guidelines for ethical governance, curriculum integration, and student empowerment to ensure that AI adoption is values-driven and inclusive. Theoretically, the study reinforces constructivist and engagement theories by demonstrating that AI-driven personalization and interactivity develop motivation and deeper learning in Social Sciences. It also supports the notion that AI can democratize learning opportunities, as its benefits were uniformly recognized by students regardless of

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.mindumaresearch.com/journal/index

demographic differences. Furthermore, the findings contribute to educational technology literature by validating AI's role in reshaping instructional design, assessment, and teacher-student dynamics. AI emerges not merely as a technological aid but as a pedagogical partner that enriches Social Science instruction. Its responsible and value-based integration ensures enhanced engagement, equitable opportunities, and meaningful learning experiences for both teachers and students.

RECOMMENDATIONS

Based on the results of this study, the following are recommended:

Future research should involve a larger population across multiple schools and districts to validate the consistency of positive effects from AI integration in Social Science instruction across various contexts. Additionally, researchers ought to investigate other subject areas like Mathematics, Science, and Language to determine if AI generates similar levels of engagement and interest, which would establish whether AI's benefits are subject-specific or broadly applicable. Longitudinal studies are also recommended to examine AI's sustained impact on student motivation, collaboration, and achievement over time, assessing if initial engagement translates into long-term academic growth and deeper learning.

Schools may adopt and implement the policy framework in the school to test its effectiveness. Study the policy implementation and monitoring further to assess the effectiveness of the proposed ethical AI adoption framework. Investigating how equity, accessibility, teacher capacity building, curriculum integration, ethical governance, and student empowerment are realized in practice will ensure that AI integration remains responsible, inclusive, and value-driven. And explore additional aspects of AI integration, particularly in assessment and feedback. Research focusing on AI's role in formative and summative evaluation, feedback personalization, and academic performance outcomes will provide a more comprehensive picture of its educational value.

References

Adediran, A. A., Atanda, J. O., & Adebajo, Y. A. (2015). Innovations in teaching social studies for sustainable development. *International Journal of Innovative Research in Education, Technology and Social Strategies, 1*(1), 41–52.

Agayon, A. J., Agayon, A. K., & Pentang, J. (2022). Teachers in the new normal: Challenges and coping mechanisms in secondary schools. *Journal of Humanities and Education Development*, *4*(1), 67–75. https://doi.org/10.22161/jhed.4.1.8

Bhandari, P., & Karki, J. (2022). Unequal access to quality education: A case study of rural schools in Nepal. *Journal of Education and Practice*, *13*(10), 1–10.

Bordoh, A. (2023). Efficacy of formative assessment practices in social studies instructions: A case study of Holy Child College of Education in Ghana. *Asian Journal of Education, Social Studies, 49*(4), 409–419. https://doi.org/10.9734/ajess/2023/v49i41219

Bordoh, A. (2023). Formative assessment in social studies education. *Journal of Educational Assessment*, *1*(1), 1–10.

Cabaguing, A. (2019). *Teaching and learning styles in social science: The case of Samar State University, Philippines.* [Dapat ilagay kung ito ay unpublished thesis o journal article].

Cardona, M. A. (2023). *Artificial intelligence and the future of teaching and learning.* [Kulang ito ng publisher o source URL].

Chen, H. (2022). The need for empirical research in AI-enhanced social studies education. *Journal of Research in Social Studies Education*, *48*(3), 321–335.

Department of Education. (2016). *The K to 12 social studies curriculum guide.* Pasig City, Philippines.

Department of Education. (2010). *Discussion paper on the enhanced K+12 basic education program.*

Egharevba, M. E., & Iyamu, E. O. S. (2020). Innovations in social studies education for sustainable development. *International Journal of Educational Management*, *34*(6), 981–992.

Ertmer, P. A. (1999). Examining teachers' beliefs about technology integration: A qualitative approach. *Educational Technology Research and Development*, *47*(4), 47–64.

Harefa, S., & Sihombing, G. L. (2021). Students' perception of online learning amidst the COVID-19 pandemic: A study of junior, senior high school and college students in a remote area. *F1000Research, 10*, 521. http://doi.org/10.12688/f1000research.52152.2

Hussain, S., & Khan, M. A. (2025). Analyzing the impact of AI on student engagement and interaction in virtual learning environment. *Journal of Asian Development Studies, 14*(2), 1343–1353. https://doi.org/10.62345/jads.2025.14.2.104

International Journal of Education, Literacies, and Curriculum Studies
ISSN: 3116-2991
Volume 2 Issue 2- 2026
https://ijelcs.mindumaresearch.com/journal/index

Phinla, W., Phinla, W., & Mahapoonyanont, N. (2024). *Challenges and innovations in developing a social studies curriculum for 21st-century learners in small schools.* https://core.ac.uk/download/656113400.pdf

White, C. S. (2018). Internationalizing social studies education: A global perspective. *Social Studies Research and Practice, 13*(1), 1–15.

Yáñez, C., & Gómez-Trigueros, I. M. (2021). Competencies for a global world: A study of secondary education teachers' perceptions. *Sustainability, 13*(11), 6165. https://doi.org/10.3390/su13116165