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Implementation and Challenges of Inquiry-Based Learning for Social Science Towards an Action Plan

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Abstract*—Education plays a crucial role in shaping individuals and societies, with Social Science fostering civic understanding and analytical thinking. This study explored the implementation of Inquiry-Based Learning (IBL) in Social Science education at Juan Sumulong Elementary School for the 2024–2025 academic year. It focused on teacher and student perceptions, the extent of implementation, challenges encountered, and the influence of demographic variables on both implementation and obstacles. Utilizing mixed methods, survey questionnaires, interviews, and classroom observations, the research gathered data from 35 Social Science teachers. Findings revealed a discrepancy between teacher and student perceptions of IBL implementation, with teachers rating it high and students moderate. Teachers experienced significant challenges, particularly in curriculum alignment, resource availability, assessment practices, and student engagement. Meanwhile, demographic factors such as age, experience, and participation in IBL training significantly influenced both implementation and challenges. To address these gaps, an action plan titled "Enhancing Inquiry-Based Learning Implementation Through Teacher Capacity Building and Inclusive Strategies" was proposed. This plan emphasizes professional development, inclusive teaching strategies, curriculum support, and improved access to resources. The study concludes that sustained support and targeted interventions are essential for improving IBL practices, ensuring student-centered learning, and achieving better educational outcomes in Social Science. This research contributes valuable insights to policy-making, curriculum planning, and instructional improvement in Philippine elementary education.*

***Keywords*—** *Assessment, Challenges, Implementation, Inquiry-Based, Learning, and Teacher Training.*

I. Introduction

Education serves as a fundamental mechanism for societal adaptation, enabling individuals to acquire, transmit, and transform cultural heritage and knowledge, thereby supporting continuous development. Within this framework, social science education plays a vital role in fostering students' understanding of society, culture, and governance through disciplines such as history and political science, which cultivate analytical and civic competencies. Globally, inquiry-based learning (IBL) has been recognized for enhancing critical thinking and promoting active, student-centered learning, aligned with Sustainable Development Goal 4's emphasis on quality education. Despite its benefits, implementing IBL poses significant challenges, including rigid curricula, inadequate teacher training, insufficient resources, and limited student engagement.

In the Philippines, the Department of Education has introduced initiatives to support IBL in social science. However, public elementary schools, such as those in Antipolo City, continue to face issues like lack of materials, assessment challenges, uneven teacher preparedness, and varying levels of student participation. At Juan Sumulong Elementary School, these difficulties are further compounded by diverse learner needs, differing levels of readiness for inquiry, and a reliance on traditional assessments. Addressing these barriers requires a community of practice where teachers and students share responsibility in the inquiry process. For teachers, this means adopting innovative strategies such as differentiated instruction, project-based learning, technology integration, and localized materials, while also engaging in professional learning communities. For students, this involves cultivating curiosity, active participation, and collaboration to meaningfully engage with inquiry tasks.

However, research focusing on both the challenges teachers face in facilitating IBL and the ways students experience and respond to it in Philippine elementary social science education remains limited. This study seeks to address that gap by examining the obstacles encountered in implementing IBL and identifying effective pedagogical solutions that empower both teachers and students to enhance inquiry-based teaching and learning outcomes.

1.1 Statement of the Problem

Specifically, the study aims to address the following research questions:

1. *What is the demographic profile of the respondents in terms of:*
   - *1.1. Teachers*
   - *1.1.1 Age;*
   - *1.1.2. sex*
   - *1.1.3 Position;*
   - *1.1.4Highest Educational Attainment*
   - *1.1.4Years of Teaching experience; and*
   - *1.1.5 Trainings attended about Inquiry-based Learning in the recent 5 years?*
   - *1.2 Students:*
   - *1.2.1 age; and*
   - *1.2.2.Sex;*
2. *What is the level of Inquiry-based Learning implementation in social science as assessed by the two groups of respondents in terms of:*

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2.1 Teaching strategies;
2.2 Instructional resources;
2.3 Assessment methods;
2.4 Teacher collaboration; and
2.5 Student engagement ?

II. Methodology

This study employed a quantitative descriptive-correlational research design to examine the implementation of inquiry-based learning in social science education at Juan Sumulong Elementary School. This design was suited to describe the practices and challenges as reported by two groups of respondents, social science teachers and students, and to explore relationships between different variables involved.

The study first described the demographic profiles of the two groups of respondents. For teachers, the profile included age, gender, position, highest educational attainment, years of teaching experience, and the number of trainings attended related to inquiry-based learning in the past five years. For students, the profile covered age and sex. Understanding these characteristics helped determine how factors such as experience and training might have affected the implementation of inquiry-based learning.

III. Results and Discussion

This chapter presents a detailed overview of the study's findings, based on the responses gathered from the chosen participants. The analysis and interpretation are closely aligned with the research questions established in the first chapter.

Problem No. 1. What is the demographic profile of the two groups of respondents

Tables 1 to 7 present the demographic profile of the teacher- and student-respondents according to age, sex, position, highest educational attainment, years of teaching experience, trainings attended, and student age and sex.

TABLE 1. *The Demographic Profile of the Teacher-Respondents According to Age*

Age	Frequency	Percent
21-30 years old	23	65.7
31-40 years old	4	11.4
41 and above	8	22.9
Total	35	100

Table 1 shows the demographic profile of the teacher-respondents according to age. It reveals that the majority of the respondents, accounting for 65.7% or 23 teachers, are within the age range of 21 to 30 years old. This is followed by 22.9% or 8 teachers who are 41 years old and above, while the smallest group comprises 11.4% or 4 teachers aged 31 to 40 years old. The data highlights that most of the participating teachers are relatively young.

This age distribution indicates that the teaching workforce involved in the study is predominantly composed of early-career educators. Younger teachers are generally more receptive to new pedagogical approaches such as Inquiry-Based Learning (IBL) due to their recent exposure to updated pre-service training and educational technology. However, their limited classroom experience might pose challenges in fully implementing student-centered strategies. Meanwhile, the fewer number of older teachers may signal either a transition to administrative roles or retirement, leading to a lower representation of seasoned educators in Social Science classrooms.

The implication of these findings suggests that there is a critical need to support younger teachers through targeted capacity-building initiatives. Schools and districts should consider offering sustained training, mentoring programs, and collaborative learning opportunities to strengthen their pedagogical competencies, particularly in implementing IBL. Additionally, leveraging the expertise of senior teachers as mentors or resource persons may help bridge the experience gap and ensure a more effective and sustainable integration of inquiry-based strategies in Social Science education.

The findings from Table 1 reveal that the majority of teacher-respondents were young professionals in the early stages of their careers, which aligns with existing literature emphasizing the role of demographics in shaping instructional practices. As Drápela (2022) and Hasanova (2021) argue, younger teachers tend to be more receptive to student-centered approaches like Inquiry-Based Learning (IBL), largely due to their recent exposure to updated pedagogical training and technology integration. However, their limited classroom experience can make it difficult to balance innovative strategies with the realities of classroom management and curriculum demands. This suggests that while the demographic profile positions younger teachers as potential catalysts for IBL adoption, their effectiveness relies on sustained professional development and mentoring from more experienced educators.

Moreover, the limited representation of older teachers in the sample reflects broader trends in the literature, which note that seasoned educators may gravitate toward traditional methods or transition into administrative roles, reducing their classroom presence (Zamarro & Prados, 2020; Ghufron, Taufiq, & Riskiyanto, 2022). This highlights the importance of institutional support structures such as professional learning communities (Ene et al., 2021; Wen et al., 2023), where younger teachers can learn from senior colleagues' experience while contributing fresh insights into IBL practices. The study's findings therefore reinforce the literature's call for targeted training, differentiated instruction, and collaborative mentorship as critical strategies to bridge generational differences in teaching practice and ensure effective implementation of IBL in Social Science education.

TABLE 2. *The Demographic Profile of the Teacher-Respondents According to Sex*

Sex	Frequency	Percent
Female	24	68.6
Male	11	31.4
Total	35	100

Table 2 presents the demographic profile of the teacher-respondents according to sex. The data shows that a majority

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of the respondents are female, comprising 68.6% or 24 out of 35 teachers. Male respondents account for the remaining 31.4%, representing 11 teachers. This indicates a gender imbalance among the Social Science teachers in the study, with female teachers being more dominant in number.

This distribution reflects a common trend in the teaching profession, where female educators are more prevalent, especially in the Social Science and Humanities disciplines. The higher number of female teachers may influence the teaching environment and the strategies employed in classroom instruction, potentially contributing to a more nurturing and collaborative learning atmosphere. However, the gender disparity might also suggest the need to explore whether male educators are equally encouraged or supported to pursue teaching roles in this subject area.

The implication of this finding points to the importance of promoting gender inclusivity and balance within the teaching profession. While the current dominance of female teachers is not inherently problematic, ensuring that professional development opportunities, leadership roles, and instructional resources are equitably accessible to both male and female teachers can help foster a more diverse and dynamic teaching workforce. This diversity may, in turn, enrich the implementation of Inquiry-Based Learning by incorporating a broader range of perspectives and teaching styles.

The findings from Table 2 reveal that female teachers dominate the Social Science teaching workforce, comprising nearly 70% of respondents. This reflects global and local trends in the profession, where women are more prevalent in the Social Sciences and Humanities (Zamarro & Prados, 2020). Literature highlights that gender differences can influence pedagogical styles, with female teachers more inclined to adopt collaborative and interactive teaching approaches, which closely align with the principles of Inquiry-Based Learning (IBL). This suggests that the gender distribution in this study may positively contribute to the implementation of inquiry-driven methods, as female teachers often foster nurturing and participatory classroom environments. However, the underrepresentation of male teachers raises questions about inclusivity and whether systemic or cultural barriers limit their participation in Social Science education.

Moreover, the gender imbalance must be viewed alongside broader demographic factors identified in the literature. As Drápela (2022) and Hasanova (2021) argue, teacher demographics—including age, experience, and training—play a central role in shaping IBL practices. While female dominance may enhance collaborative learning, successful IBL implementation still depends on other critical supports, such as professional development, differentiated instruction, and access to instructional resources (Ashraf et al., 2022; Tyarakanita et al., 2021). Therefore, the findings emphasize the need for gender inclusivity and equitable access to training and leadership opportunities, ensuring that both male and female teachers can contribute diverse perspectives and strategies. A more balanced teaching workforce could enrich inquiry-based practices, blending collaborative approaches with varied teaching styles to better address the diverse needs of learners.

TABLE 3. *The Demographic Profile of the Teacher-Respondents According to Position*

Position	Frequency	Percent
Teacher I	23	65.7
Teacher II	9	25.7
Teacher III	3	8.6
Total	35	100

Table 3 displays the demographic profile of the teacher-respondents according to their teaching position. The data reveals that the majority of the respondents, 65.7% or 23 teachers, hold the position of Teacher I. This is followed by 25.7% or 9 teachers who are ranked as Teacher II, while only 8.6% or 3 teachers are in the Teacher III level. The table indicates that most respondents occupy entry-level teaching positions.

This distribution suggests that the teaching staff involved in the study are primarily in the early stages of their career progression within the Department of Education's rank structure. Teachers in the Teacher I level may have fewer years of experience and may still be building their expertise in pedagogy, classroom management, and curriculum implementation. The smaller number of higher-ranked teachers (Teacher II and III) implies that fewer respondents have reached more advanced levels of professional growth and recognition, which may influence their leadership roles in instructional innovation such as Inquiry-Based Learning.

The implication of this finding is that while a younger and less-tenured teaching workforce may bring enthusiasm and openness to modern teaching strategies, such as Inquiry-Based Learning, they may also require substantial support in terms of mentoring and professional development. Schools and education leaders should ensure that early-career teachers receive adequate training and coaching from more experienced colleagues. Furthermore, initiatives aimed at building instructional leadership should be encouraged to develop a strong foundation for sustained and effective implementation of inquiry-based approaches in Social Science education.

The findings from Table 3 show that most teacher-respondents hold entry-level positions, with nearly two-thirds serving as Teacher I. This pattern suggests that many of the participants are in the early stages of their professional journey and may still be developing their pedagogical expertise and confidence in implementing innovative methods such as Inquiry-Based Learning (IBL). Literature indicates that younger and less experienced teachers often display greater openness to student-centered approaches, including inquiry-driven strategies, compared to their more senior counterparts who may rely on traditional, teacher-directed methods (Drápela, 2022; Hasanova, 2021). This suggests that the dominance of Teacher I respondents could be an asset, as their enthusiasm and adaptability may create opportunities for adopting active learning strategies like project-based or problem-based learning (Ashraf et al., 2022). However, their relative inexperience also means they may need structured

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guidance and continuous training to effectively integrate IBL into their practice.

At the same time, the smaller proportion of Teacher II and Teacher III respondents highlights a limited pool of more experienced educators who could serve as mentors or leaders in instructional innovation. Research emphasizes that advanced professional training and higher qualifications significantly improve teachers' competence in facilitating inquiry-based lessons (Ghufron, Taufiq, & Riskiyanto, 2022; Saepuloh et al., 2021). The lack of senior teachers in this study may limit opportunities for peer coaching and professional collaboration, both of which are essential for sustaining IBL (Ene et al., 2021; Wen et al., 2023). This underscores the importance of institutional support, such as mentorship programs and professional learning communities, to bridge the gap between early-career teachers' enthusiasm and the practical expertise needed for successful implementation. By fostering collaboration and differentiated training, schools can harness the strengths of a youthful teaching workforce while ensuring that teachers acquire the necessary skills and confidence to design inquiry-driven, student-centered instruction.

TABLE 4. *The Demographic Profile of the Teacher-Respondents According to Highest Educational Attainment*

Educational Background	Frequency	Percent
Bachelor's Degree	19	54.3
Doctorate Degree	6	17.1
Master's Degree	10	28.6
Total	35	100

Table 4 presents the highest educational attainment of the teacher-respondents. The data shows that the majority, or 54.3% (19 out of 35), hold a bachelor's degree. This is followed by 28.6% (10 teachers) who have earned a master's degree. A smaller portion, 17.1% (6 teachers), have completed a doctorate degree. This distribution indicates that more than half of the respondents have not pursued graduate studies beyond the bachelor's level.

This educational profile suggests a mixed level of academic qualification among the teaching staff. While a considerable number have advanced to postgraduate studies, the predominance of bachelor's degree holders may affect the depth and sophistication of their instructional strategies, particularly in implementing complex, student-centered approaches like Inquiry-Based Learning (IBL). On the other hand, the presence of teachers with master's and doctoral degrees could provide leadership in academic innovation and mentorship, potentially guiding their peers in the effective use of IBL strategies.

The implication of this finding underscores the need to promote continuous professional and academic development among teachers. Encouraging and supporting more teachers to pursue graduate studies, through scholarships, study leave, or flexible learning opportunities, can strengthen their pedagogical foundation and research-based instructional practices. Schools may also consider forming professional learning communities where more qualified teachers take active roles in sharing best practices and facilitating capacity-building activities related to inquiry-based instruction in Social Science.

The findings from Table 4 reveal that more than half of the teacher-respondents hold only a bachelor's degree, while fewer have advanced to master's or doctoral studies. This pattern is significant when viewed in light of existing literature, which emphasizes the crucial role of educational background and training in shaping instructional competence. Teachers with higher qualifications and specialized training in inquiry-based learning are shown to demonstrate greater skill in designing and implementing inquiry-driven lessons (Ghufron, Taufiq, & Riskiyanto, 2022; Saepuloh et al., 2021). The predominance of bachelor's degree holders in this study suggests that while many teachers may have foundational pedagogical knowledge, they may face limitations in adopting more complex strategies such as problem-based or project-based learning (Ashraf et al., 2022). On the other hand, the presence of teachers with postgraduate degrees indicates the potential for leadership and mentorship, where advanced practitioners can model innovative practices and guide peers in refining their approach to inquiry-based instruction.

At the same time, the literature highlights that the successful implementation of IBL depends not only on teacher qualifications but also on ongoing professional development and collaboration. For schools like Juan Sumulong Elementary, where most teachers are at the bachelor's level, institutional support becomes critical in providing structured opportunities for training, resource-sharing, and mentorship (Ene et al., 2021; Wen et al., 2023). Professional learning communities, for example, can help maximize the expertise of postgraduate degree holders by encouraging knowledge exchange and capacity-building activities.

TABLE 5. *The Demographic Profile of the Teacher-Respondents According to Years of Teaching Experience*

Teaching Experience	Frequency	Percent
1-5 years	16	45.7
11-15 years	8	22.9
16 years and above	6	17.1
6-10 years	5	14.3
Total	35	100

Table 5 presents the distribution of teacher-respondents based on their years of teaching experience. The data reveals that the largest group, comprising 45.7% or 16 respondents, have 1 to 5 years of teaching experience. This is followed by 22.9% or 8 teachers who have been teaching for 11 to 15 years. Meanwhile, 17.1% or 6 teachers have 16 years and above of teaching experience, and the smallest group, 14.3% or 5 teachers, fall within the 6 to 10 years category. This shows that nearly half of the teacher-respondents are relatively new to the teaching profession.

This distribution indicates a teaching workforce that is largely composed of early-career educators. The high percentage of teachers with 1 to 5 years of experience suggests that many may still be refining their instructional techniques and classroom management skills. Their limited exposure to various pedagogical approaches may affect their confidence and competence in implementing Inquiry-Based Learning

(IBL), which demands flexibility, critical thinking facilitation, and student engagement strategies. However, the presence of more experienced teachers (those with 11 or more years in service) can provide stability, mentorship, and a foundation for professional collaboration.

The implication of this finding highlights the need for targeted support for novice teachers to ensure successful IBL implementation in Social Science education. Professional development programs, mentorship schemes, and peer learning communities should be strengthened to help new teachers gain the practical skills and confidence necessary to adopt innovative teaching approaches. At the same time, more experienced teachers should be encouraged to take active roles in coaching and modeling effective instructional practices to build a culture of continuous improvement and innovation within the teaching staff.

The findings from Table 5 show that nearly half of the teacher-respondents have only 1 to 5 years of teaching experience, while a smaller proportion have served for more than a decade. This aligns with the literature, which emphasizes that teaching experience directly influences instructional adaptability. Younger or less experienced teachers are often more receptive to adopting student-centered approaches such as inquiry-based learning (IBL), but they may lack the depth of pedagogical skills and classroom management strategies compared to seasoned educators (Drápela, 2022; Hasanova, 2021). On the other hand, more experienced teachers bring stability and accumulated knowledge but may tend to rely on traditional methods, which can limit flexibility in implementing innovative instructional models. This distribution in the study suggests that while many teachers may be open to IBL, sustained mentoring and capacity-building will be essential to fully develop their instructional competence.

The literature also underscores the importance of structured professional support, highlighting that ongoing training, collaboration, and differentiated strategies are key to strengthening IBL implementation (Ene et al., 2021; Wen et al., 2023). For early-career teachers in Juan Sumulong Elementary School, professional learning communities, mentorship programs, and exposure to varied teaching strategies such as problem-based and project-based learning (Ashraf et al., 2022) can help refine their practice and build confidence. Meanwhile, more experienced teachers should be tapped as resource persons to guide younger colleagues while also receiving support to adopt more innovative approaches. By institutionalizing collaboration and continuous professional development, schools can bridge the experience gap and foster an environment where both novice and veteran teachers contribute to the effective and sustained use of inquiry-driven instruction in Social Science education.

Table 6 presents the distribution of teacher-respondents based on the trainings they attended related to Inquiry-Based Learning (IBL) in the last five years. The data reveals that 54.3% or 19 respondents attended division or school-based trainings. National-level training participants accounted for 28.6% or 10 teachers, while only 17.1% or 6 teachers participated in regional training programs. This shows that the majority of IBL-related professional development activities occurred at the local level.

TABLE 6. *The Demographic Profile of the Teacher-Respondents According to Trainings Attended Related to Inquiry-Based Learning in the Last Five Years*

Inquiry-Based Learning Training	Frequency	Percent
Division School Based	19	54.3
National	10	28.6
Regional	6	17.1
Total	35	100

This distribution indicates that while most teachers have had some exposure to IBL, the depth and breadth of training vary depending on the level. Division and school-based trainings may offer more frequent but potentially less intensive sessions compared to national or regional programs, which often provide more comprehensive, research-based content and best practices. The relatively low number of participants in regional and national trainings suggests limited access to high-level professional development opportunities, which may affect the consistency and quality of IBL implementation across schools.

The implication of these findings points to the need for more accessible and standardized IBL training across all levels. To ensure effective and uniform implementation, teachers should be given more opportunities to participate in well-structured national and regional training programs. Furthermore, division-level initiatives should be strengthened through collaboration with experts and resource persons to enhance the quality of local training. Equipping teachers with deeper knowledge and hands-on experience in IBL strategies is crucial in building their confidence and competence in delivering inquiry-based Social Science instruction.

The findings indicate that most teachers had access to inquiry-based learning (IBL) training at the school or division level, while only a smaller portion engaged in regional or national programs. This pattern reflects what the literature emphasizes about the importance of training and teacher demographics in shaping instructional practices. Teachers who undergo more advanced and specialized training are better equipped to design student-centered, inquiry-driven lessons (Ghufron et al., 2022; Saepuloh et al., 2021). However, relying heavily on localized training may limit exposure to more intensive approaches such as project-based or problem-based learning (Ashraf et al., 2022), as well as strategies for aligning IBL with broader curriculum demands (Ramnarain, 2022; Mustafiyanti et al., 2023).

The literature also highlights that collaboration, access to resources, and exposure to diverse teaching strategies are essential in strengthening IBL implementation. Teachers who primarily engage in school-based training may benefit from local networking opportunities, but they may have fewer chances to access national-level expertise, digital tools, and innovative assessment practices (Borkulo et al., 2023; Wu et al., 2023). This gap can hinder their ability to fully integrate differentiated instruction and alternative assessments that capture students' higher-order thinking (Sathiyapriya et al., 2021; Zheng et al., 2022). To address these challenges, school

and division-level initiatives should be enhanced through collaboration with experts and resource persons, ensuring that teachers receive consistent, high-quality support in adopting inquiry-based approaches to elementary social science education.

TABLE 7. *The Demographic Profile of the Student-Respondents According to Age*

Age	Frequency	Percent
12 years old and below	162	92
13 years old and above	14	8
Total	176	100

Table 7 presents the demographic profile of the student-respondents according to age. The data shows that a significant majority of the students, 92% or 162 out of 176, are aged 12 years old and below. Only 8% or 14 students fall within the 13 years old and above age group. This indicates that the student-respondents are predominantly in the lower age bracket, consistent with the expected age range of learners at their current grade level.

This distribution reflects a relatively age-appropriate cohort for the educational level being studied, likely corresponding to students in early junior high school. The high concentration of younger students suggests a group that may still be in the process of developing critical thinking, collaboration, and independent learning skills,key competencies required for successful engagement in Inquiry-Based Learning (IBL). Meanwhile, the small percentage of older students may include those who experienced delayed school entry or grade repetition, potentially affecting their engagement and learning pace.

The implication of this finding highlights the importance of age-appropriate instructional design when implementing IBL strategies in the classroom. Teachers should ensure that inquiry tasks are developmentally suitable, offering adequate scaffolding and guidance to younger learners who may be unfamiliar with self-directed learning. Additionally, differentiated instruction may be necessary to address the needs of older students within the group, ensuring inclusivity and maximizing the learning potential of all students regardless of age difference.

The findings show that most student-respondents belong to a younger age group, which aligns with the expected developmental stage of learners at this grade level. This highlights the need for age-appropriate scaffolding in inquiry-based learning (IBL), as younger students are still developing the skills necessary for independent learning, critical thinking, and collaboration. Literature emphasizes that the success of IBL depends on the alignment of instructional strategies with learner needs and curriculum goals (Ding et al., 2022). In this context, younger students require more guided approaches such as structured inquiry or problem-based learning, while older students within the group may need differentiated tasks that account for varied learning paces and prior experiences (Sathiyapriya et al., 2021). This ensures that all learners, regardless of age differences, can meaningfully engage in inquiry-driven activities.

Moreover, the literature stresses that effective IBL requires both student engagement and teacher adaptability. Since age influences readiness for inquiry, teachers must integrate active learning strategies like debates, role-playing, and case studies to foster participation while also providing structured support for younger learners (Park et al., 2023; Goke et al., 2021). At the same time, challenges such as rigid curricula and traditional assessments (Ramnarain, 2022; Giglio et al., 2023) may further complicate age-appropriate IBL implementation. This underscores the importance of professional development that equips teachers with strategies for differentiated instruction, formative assessments, and the creative use of resources (Wu et al., 2023; Tyarakanita et al., 2021). By tailoring instruction to the developmental needs of younger learners while accommodating older students in the cohort, teachers can create inclusive and effective IBL environments in social science education.

TABLE 8. *The Demographic Profile of the Student-Respondents According to Sex*

Sex	Frequency	Percent
Boy	82	46.6
Girl	94	53.4
Total	176	100

Table 8 presents the demographic profile of the student-respondents according to sex. The data shows that 53.4% or 94 of the student-respondents are girls, while 46.6% or 82 are boys. The distribution indicates a nearly balanced representation between male and female students, with a slight predominance of female respondents.

This relatively even gender distribution suggests that both boys and girls are equally represented in the learning environment where Inquiry-Based Learning (IBL) is being implemented. The slight majority of female students may reflect a common demographic trend in some schools, but the minimal gap between sexes indicates no significant gender imbalance that could influence classroom dynamics. This balance provides a favorable context for analyzing student responses to IBL without substantial gender-related bias.

The implication of this finding is that instructional strategies, including IBL, should be designed to engage both male and female students effectively. Educators should ensure that learning tasks, group activities, and inquiry opportunities are inclusive and gender-responsive. A balanced classroom environment also presents an opportunity to observe how both boys and girls interact with inquiry-based tasks, allowing teachers to tailor support based on learners' diverse needs, preferences, and engagement styles.

The nearly balanced distribution of male and female students in the study provides an inclusive context for implementing Inquiry-Based Learning (IBL). This aligns with the literature highlighting that gender can shape learning engagement and pedagogical preferences, with female learners often showing stronger tendencies toward collaboration and interaction (Zamarro & Prados, 2020). A balanced representation allows teachers to observe how boys and girls approach inquiry tasks differently and to design instructional strategies that are inclusive and gender-responsive. Ensuring

equal opportunities for participation is important to avoid reinforcing stereotypes and to maximize the benefits of student-centered approaches like IBL, which thrive on diverse perspectives and collaborative learning.

Problem No. 2. What is the level of Inquiry-Based Learning implementation in Social Science as assessed by the two groups of respondents?

Tables 9 to 14 show the level of Inquiry-Based Learning implementation in Social Science as assessed by the respondents in terms of teaching strategies, instructional resources, assessment methods, teacher collaboration, and student engagement.

TABLE 9. *The Level of Inquiry-Based Learning Implementation in Terms of Teaching Strategies*

A. Teaching Strategies	TEACHER		STUDENT	
	Mean	VI	Mean	VI
I incorporate inquiry-based activities to encourage student exploration and discovery.	3.60	High Extent	2.9	Moderate Extent
I design lessons that allow students to develop their own questions and investigate solutions.	3.49	High Extent	2.91	Moderate Extent
I facilitate group discussions and collaborative learning to enhance inquiry-based instruction.	3.49	High Extent	2.74	Moderate Extent
I provide real-world problems for students to analyze and solve using critical thinking skills.	3.57	High Extent	2.69	Moderate Extent
I adjust my teaching strategies to accommodate different learning styles in inquiry-based learning.	3.63	High Extent	2.78	Moderate Extent
Weighted Mean	3.55	High Extent	2.81	Moderate Extent

Table 9 presents the level of implementation of Inquiry-Based Learning in terms of teaching strategies, as evaluated by both teachers and students. Based on the responses, teacher-respondents reported a high extent of implementation, with a weighted mean of 3.55. Among the indicators, the highest was the statement "I adjust my teaching strategies to accommodate different learning styles in inquiry-based learning," which received a mean of 3.63. This was followed closely by "I incorporate inquiry-based activities to encourage student exploration and discovery," with a mean of 3.60. Both "I design lessons that allow students to develop their own questions and investigate solutions" and "I facilitate group discussions and collaborative learning to enhance inquiry-based instruction" received the same mean score of 3.49. Meanwhile, "I provide real-world problems for students to analyze and solve using critical thinking skills" garnered a mean of 3.57. All these ratings indicate that teachers perceive themselves as implementing inquiry-based teaching strategies to a high extent.

In contrast, the student-respondents indicated a moderate extent of implementation, with a weighted mean of 2.81. The highest-rated item among students was "I design lessons that allow students to develop their own questions and investigate solutions," which received a mean of 2.91. This was followed by "I incorporate inquiry-based activities to encourage student exploration and discovery," with a mean of 2.90. The indicator "I adjust my teaching strategies to accommodate different learning styles in inquiry-based learning" was rated at 2.78, while "I facilitate group discussions and collaborative learning to enhance inquiry-based instruction" received a mean of 2.74. The lowest-rated statement from the students' perspective was "I provide real-world problems for students to analyze and solve using critical thinking skills," with a mean of 2.69. These responses reflect a moderate perception of inquiry-based teaching strategies among students.

The contrast between teacher and student perspectives suggests a gap between instructional delivery and learner experience. While teachers believe they are integrating inquiry-based methods effectively, students do not consistently perceive these strategies as strongly present in their learning experience. This may point to areas where instructional strategies, though well-intentioned and planned, may not fully translate into engaging or visible practices for learners. The relatively lower ratings from students, especially in problem-solving and collaborative discussions, may indicate a need for clearer structure, stronger facilitation, or increased opportunities for meaningful student involvement.

Given this gap, it is important for educators and school leaders to consider how teaching strategies are perceived from the learner's point of view. Teachers may benefit from ongoing feedback mechanisms that allow students to share their experiences and challenges with inquiry-based tasks. Moreover, professional development programs should focus on improving the alignment between instructional design and student engagement, ensuring that strategies such as collaborative learning, problem-based tasks, and differentiated instruction are not only planned but effectively executed. Strengthening this alignment can enhance the quality and impact of inquiry-based learning in Social Science education.

The findings reveal a clear gap between teachers' and students' perspectives on the implementation of inquiry-based learning (IBL). While teachers perceived themselves as consistently applying strategies such as differentiated instruction, collaborative activities, and problem-based learning, students viewed these practices as only moderately evident in their classroom experiences. This mismatch reflects what the literature highlights about how teacher demographics, training, and instructional styles influence the delivery of IBL. For instance, younger and less experienced teachers may be more open to adopting student-centered methods, whereas more experienced educators might default to traditional approaches (Drápela, 2022; Hasanova, 2021). Similarly, the extent to which teachers integrate collaborative and inquiry-driven techniques often depends on their educational background and professional preparation (Ghufron et al., 2022; Saepuloh et al., 2021). These factors may help

explain why students do not consistently recognize the strategies that teachers believe they are applying.

Moreover, the observed gap supports the argument that successful IBL implementation requires alignment between instructional design and students' actual engagement. Literature emphasizes that strategies such as project-based tasks, debates, and guided inquiry are most effective when instructional resources and assessments are adapted to learners' needs (Ashraf et al., 2022; Ding et al., 2022). However, constraints such as rigid curricula, limited access to digital tools, and reliance on traditional assessment methods often hinder teachers from fully realizing inquiry-driven instruction (Ramnarain, 2022; Wu et al., 2023). The findings suggest that while teachers plan for inquiry-based approaches, students may not experience them meaningfully due to gaps in facilitation, resources, and assessment practices. Addressing these issues through professional development, differentiated instructional support, and investment in instructional resources could strengthen the alignment between teacher intentions and student experiences, thereby enhancing the overall impact of IBL in social science education.

TABLE 10. *The Level of Inquiry-Based Learning Implementation in Terms of Instructional Resources*

B. Instructional Resources	TEACHER		STUDENT	
	Mean	VI	Mean	VI
I use a variety of instructional materials to support inquiry-based learning in my classroom.	3.69	High Extent	2.77	Moderate Extent
I integrate technology, such as digital tools and online resources, to enhance inquiry-driven instruction.	3.77	High Extent	2.78	Moderate Extent
I ensure that my students have access to relevant and engaging learning materials for inquiry activities.	3.66	High Extent	2.71	Moderate Extent
I seek additional resources to supplement my teaching when school-provided materials are insufficient.	3.71	High Extent	2.78	Moderate Extent
I adapt available instructional materials to fit the needs of an inquiry-based learning environment.	3.69	High Extent	2.76	Moderate Extent
Weighted Mean	3.6	High Extent	2.77	Moderate Extent

Table 10 presents the level of implementation of Inquiry-Based Learning in terms of instructional resources, as perceived by both teacher and student respondents. The teachers reported a high extent of implementation, with a weighted mean of 3.70. Among the specific indicators, the highest mean score of 3.77 was given to the statement "I integrate technology, such as digital tools and online resources, to enhance inquiry-driven instruction." This was followed closely by "I seek additional resources to supplement my teaching when school-provided materials are insufficient," which received a mean of 3.71. The indicators "I use a variety of instructional materials to support inquiry-based learning in my classroom" and "I adapt available instructional materials to fit the needs of an inquiry-based learning environment" both received a mean score of 3.69. The lowest-rated item, though still within the high extent category, was "I ensure that my students have access to relevant and engaging learning materials for inquiry activities," with a mean of 3.66. These results suggest that teachers believe they are consistently using and adapting instructional materials to support inquiry-based instruction.

On the other hand, the student-respondents rated the implementation of instructional resources at a moderate extent, with a weighted mean of 2.77. The highest-rated indicators from the student perspective were "I integrate technology, such as digital tools and online resources, to enhance inquiry-driven instruction" and "I seek additional resources to supplement my teaching when school-provided materials are insufficient," both receiving a mean score of 2.78. The statement "I use a variety of instructional materials to support inquiry-based learning in my classroom" received a mean of 2.77, while "I adapt available instructional materials to fit the needs of an inquiry-based learning environment" was close behind with 2.76. The lowest-rated item was "I ensure that my students have access to relevant and engaging learning materials for inquiry activities," which garnered a mean score of 2.71. These ratings reveal that students perceive a moderate level of availability and integration of instructional resources in support of inquiry-based learning.

The results reflect a notable gap between teacher and student perceptions regarding the use of instructional resources in inquiry-based instruction. While teachers express confidence in their ability to provide, adapt, and supplement materials, students do not fully perceive these efforts as impactful or consistently present in their learning environment. This disconnect could stem from limited visibility or accessibility of resources from the students' perspective, or from a lack of engagement with the materials provided. It may also indicate that the quality or appropriateness of the resources being used does not fully meet the needs or expectations of learners.

The implication of this finding is that schools and educators must ensure that instructional resources are not only selected and prepared effectively but also meaningfully integrated into the learning process in a way that students can recognize and engage with. Teachers should consider involving students in the selection or use of materials to enhance relevance and ownership. Moreover, training and support should be provided to help teachers maximize the impact of technology and other resources in creating a more engaging and student-centered inquiry-based learning environment. Addressing the gap between teacher efforts and student experiences is essential to strengthening the implementation of inquiry-based instruction, particularly in resource-dependent areas like Social Science.

The findings highlight a disconnect between teachers' and students' perceptions regarding the use of instructional resources in inquiry-based learning (IBL). Teachers reported that they consistently provide and adapt materials, particularly through technology integration and resource supplementation, yet students perceived only a moderate extent of implementation. This aligns with the literature emphasizing that teacher demographics, training, and educational

background significantly shape the delivery of inquiry-driven instruction (Drápela, 2022; Ghufron et al., 2022). For instance, while teachers may have the intention to integrate collaborative and resource-rich strategies, variations in their pedagogical styles, shaped by experience, gender, and training, may influence how effectively students engage with these resources (Hasanova, 2021; Zamarro & Prados, 2020). The gap between teacher confidence and student experience underscores the importance of differentiated instruction and alignment of resources with learners' needs, as recommended by Ding et al. (2022) and Sathiyapriya et al. (2021).

Furthermore, the literature affirms that instructional resources—particularly textbooks, primary sources, and digital tools—play a central role in supporting inquiry and student-centered learning (Tyarakanita et al., 2021; Alshammary & Alhalafawy, 2023). However, students' moderate perception in this study reflects challenges noted in prior research, such as limited access to digital tools, insufficient institutional support, and reliance on self-sourced materials by teachers (Abdi et al., 2021; de Clercq et al., 2023). This suggests that while teachers may actively integrate or adapt resources, their efforts may not always translate into visible or meaningful student engagement.

TABLE 11. *The Level of Inquiry-Based Learning Implementation in Terms of Assessment Methods*

C. Assessment Methods	TEACHER		STUDENT	
	Mean	VI	Mean	VI
I use performance-based assessments, such as projects and presentations, to evaluate student learning.	3.46	High Extent	2.76	Moderate Extent
I provide constructive feedback to guide students throughout the inquiry process.	3.63	High Extent	2.71	Moderate Extent
I assess students not only on final outcomes but also on their inquiry process and critical thinking skills.	3.51	High Extent	2.93	Moderate Extent
I design rubrics and other assessment tools to measure students' engagement in inquiry-based learning.	3.63	High Extent	2.77	Moderate Extent
I align my assessments with the objectives of inquiry-based learning to accurately evaluate student progress.	3.43	High Extent	2.78	Moderate Extent
Weighted Mean	3.53	High Extent	2.79	Moderate Extent

Table 11 presents the level of implementation of Inquiry-Based Learning in terms of assessment methods, as evaluated by both teacher and student respondents. The data shows that teachers rated the implementation at a high extent, with a weighted mean of 3.53. Among the items, the highest mean scores of 3.63 were recorded for two statements: "I provide constructive feedback to guide students throughout the inquiry process" and "I design rubrics and other assessment tools to measure students' engagement in inquiry-based learning." These were followed by "I assess students not only on final outcomes but also on their inquiry process and critical thinking skills," with a mean of 3.51, and "I use performance-based assessments, such as projects and presentations, to evaluate student learning," which received a mean of 3.46. The lowest-rated item, though still within the high extent category, was "I align my assessments with the objectives of inquiry-based learning to accurately evaluate student progress," which received a mean of 3.43. Overall, these results reflect teachers' strong commitment to utilizing a variety of assessment methods aligned with inquiry-based learning principles.

In contrast, the students reported a moderate extent of implementation in terms of assessment methods, with a weighted mean of 2.79. The highest-rated item from the student perspective was "I assess students not only on final outcomes but also on their inquiry process and critical thinking skills," which received a mean of 2.93. This was followed closely by "I align my assessments with the objectives of inquiry-based learning to accurately evaluate student progress," with a mean of 2.78. The indicator "I design rubrics and other assessment tools to measure students' engagement in inquiry-based learning" was rated at 2.77, while "I use performance-based assessments, such as projects and presentations, to evaluate student learning" received a mean of 2.76. The lowest student-rated item was "I provide constructive feedback to guide students throughout the inquiry process," with a mean of 2.71. These figures indicate that while students are somewhat aware of the assessment practices related to inquiry-based learning, they perceive these methods as only moderately applied in their learning environment.

The contrasting perceptions between teachers and students suggest a gap in how assessment methods are communicated, experienced, or understood within the classroom context. Teachers appear to be intentional in using performance-based assessments, designing rubrics, and providing feedback, but students may not fully recognize or appreciate the purpose and value of these practices. The lower student ratings, particularly in feedback and alignment of assessments with inquiry objectives, may indicate a need for greater transparency, consistency, or student involvement in the assessment process.

The implication of this finding is the need for more student-centered assessment practices in the implementation of inquiry-based learning. Teachers should ensure that students are not only assessed through varied and authentic tasks but are also made aware of the criteria, processes, and learning goals involved. Providing clear rubrics, regular and actionable feedback, and involving students in reflective and self-assessment activities can enhance their engagement and understanding of inquiry-based learning. Strengthening the link between instruction and assessment from the learner's perspective can contribute to deeper learning and more meaningful academic outcomes in Social Science education.

The findings reveal a clear disparity between teachers' and students' perceptions of assessment practices in inquiry-based learning. Teachers indicated that they frequently use rubrics, performance-based tasks, and constructive feedback, reflecting their commitment to aligning assessments with inquiry-driven objectives. However, students perceived these strategies as only moderately applied, suggesting a lack of visibility, consistency, or engagement in the assessment process. This

aligns with existing literature, which emphasizes that teacher demographics, qualifications, and training significantly influence how assessments are designed and implemented (Drápela, 2022; Ghufron et al., 2022; Saepuloh et al., 2021). While teachers may intend to assess higher-order thinking through innovative methods, rigid curricula and standardized testing constraints often limit flexibility, leading to a gap between instructional goals and student experiences (Ramnarain, 2022; Mustafiyanti et al., 2023).

Moreover, the literature points out that traditional testing methods often fail to capture the depth of students' inquiry processes and critical thinking skills, underscoring the need for authentic and performance-based assessments (Giglio et al., 2023; Zheng et al., 2022; Wu et al., 2023). The lower student ratings in areas such as feedback and alignment of assessments mirror challenges identified in prior studies, where teachers struggle with implementing effective alternative assessments due to limited training and institutional support (Wölfel et al., 2020; Hamzah et al., 2022). Establishing clearer rubrics, involving students in self-assessment and reflection, and strengthening teacher collaboration through professional learning communities can bridge this gap (Frolova & Rogach, 2021; Ene et al., 2021). By making assessment processes more transparent and participatory, schools can ensure that students not only recognize but also benefit from inquiry-based evaluation practices, thereby fostering deeper learning and stronger engagement in social science education.

TABLE 12. *The Level of Inquiry-Based Learning Implementation in Terms of Teacher Collaboration*

D. Teacher Collaboration	TEACHER		STUDENT	
	Mean	VI	Mean	VI
I collaborate with my colleagues to plan and improve inquiry-based learning strategies.	3.63	High Extent	2.78	Moderate Extent
I share best practices and teaching techniques with fellow educators to enhance inquiry-based instruction.	3.51	High Extent	2.65	Moderate Extent
I participate in professional learning communities to discuss and refine inquiry-based teaching methods.	3.66	High Extent	2.82	Moderate Extent
I seek mentorship and support from experienced teachers in implementing inquiry-based learning.	3.46	High Extent	2.85	Moderate Extent
I attend training programs and workshops to improve my knowledge and skills in inquiry-based education.	3.69	High Extent	2.67	Moderate Extent
Weighted Mean	3.59	High Extent	2.75	Moderate Extent

Table 12 displays the level of implementation of Inquiry-Based Learning (IBL) in terms of teacher collaboration based on the responses of both teachers and students. The overall weighted mean for teacher respondents is 3.59, interpreted as a high extent of implementation. The highest-rated item was "I attend training programs and workshops to improve my knowledge and skills in inquiry-based education," which earned a mean of 3.69. This suggests that teachers are highly proactive in enhancing their instructional practices through continuous professional development. It was followed by "I participate in professional learning communities to discuss and refine inquiry-based teaching methods," with a mean of 3.66, and "I collaborate with my colleagues to plan and improve inquiry-based learning strategies," with a mean of 3.63. Meanwhile, "I share best practices and teaching techniques with fellow educators to enhance inquiry-based instruction" garnered a mean of 3.51, and the lowest-rated but still high-extent item was "I seek mentorship and support from experienced teachers in implementing inquiry-based learning," which recorded a mean of 3.46. These findings indicate that collaboration is a well-integrated component among teacher respondents, and professional dialogue and knowledge-sharing are seen as key strategies in improving IBL implementation.

From the students' perspective, the overall weighted mean was 2.75, which corresponds to a moderate extent of implementation. The highest-rated item from students was "I seek mentorship and support from experienced teachers in implementing inquiry-based learning," with a mean of 2.85. This implies that students recognize some level of guidance being received by teachers from more experienced peers. Following this were "I participate in professional learning communities to discuss and refine inquiry-based teaching methods," with a mean of 2.82, and "I collaborate with my colleagues to plan and improve inquiry-based learning strategies," with a mean of 2.78. Meanwhile, "I attend training programs and workshops to improve my knowledge and skills in inquiry-based education" and "I share best practices and teaching techniques with fellow educators to enhance inquiry-based instruction" received mean scores of 2.67 and 2.65, respectively. The moderate level of student perception may suggest that while teacher collaboration is occurring behind the scenes, it is not always evident or explicitly communicated in classroom practices.

The observed disparity between teacher and student responses reveals a critical point: the professional collaboration among teachers, though active and ongoing, may not directly translate into noticeable changes in student learning experiences. Teachers may be engaging in productive professional development and collegial planning, yet students might not be fully aware of how this collaboration enhances the inquiry-based learning environment. Therefore, there is a need to bridge the gap between collaborative planning and visible instructional outcomes.

The implication of this result is the importance of making teacher collaboration more transparent and impactful from the students' point of view. Teachers are encouraged to implement collaborative insights in ways that are more observable and beneficial to students,such as through diversified classroom strategies, interdisciplinary inquiry tasks, or co-teaching models. Moreover, documenting and reflecting on the impact of collaboration can help teachers assess whether their efforts are producing tangible improvements in student engagement and inquiry-based outcomes. Creating a culture where students are informed participants in inquiry processes rooted in teacher collaboration can further enhance the quality and sustainability of IBL implementation.

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The findings reveal that teachers actively engage in professional development, mentorship, and collaboration to strengthen their capacity for inquiry-based learning (IBL), yet students perceive these efforts only to a moderate extent. This gap highlights that while teacher collaboration is robust, its impact is not always visible in classroom practices. Such a result resonates with studies emphasizing the role of teacher demographics and professional preparation in shaping pedagogical practices. Younger and less experienced teachers may be more open to inquiry-driven approaches, while veteran educators tend to rely on traditional methods (Drápela, 2022; Hasanova, 2021). Similarly, female teachers' greater inclination toward collaborative strategies (Zamarro & Prados, 2020) may explain why collegial planning and mentorship are evident. However, students' limited awareness suggests that these collaborative practices may not always translate into observable instructional innovations, underscoring the need to align teacher-driven professional growth with more transparent classroom strategies.

The literature further underscores the importance of instructional resources, differentiated strategies, and performance-based assessments in supporting IBL (Ashraf et al., 2022; Tyarakanita et al., 2021; Giglio et al., 2023). The findings affirm this, as teacher collaboration appears strong, but students recognize only moderate benefits, possibly due to limited classroom integration of innovative outputs from professional learning communities or mentorship programs.

TABLE 13. *The Level of Inquiry-Based Learning Implementation in Terms of Student Engagement*

E. Student Engagement	TEACHER		STUDENT	
	Mean	VI	Mean	VI
I encourage students to actively participate in inquiry-based discussions and activities.	3.69	High Extent	2.76	Moderate Extent
I observe an increase in student curiosity and interest when using inquiry-based learning approaches.	3.31	Moderate Extent	2.68	Moderate Extent
I create a supportive environment where students feel comfortable asking questions and exploring ideas.	3.43	High Extent	2.71	Moderate Extent
I provide opportunities for students to take ownership of their learning through independent inquiries.	3.46	High Extent	2.81	Moderate Extent
I adapt my teaching strategies to maintain high levels of student engagement in inquiry-based lessons.	3.57	High Extent	2.72	Moderate Extent
Weighted Mean	3.49	Moderate Extent	2.73	Moderate Extent

Table 13 presents the level of Inquiry-Based Learning (IBL) implementation in terms of student engagement based on the perceptions of both teachers and students. For teacher-respondents, the weighted mean is 3.49, which falls under the interpretation of moderate extent. The highest-rated item was "I encourage students to actively participate in inquiry-based discussions and activities," with a mean of 3.69, indicating that teachers are confident in promoting student participation during IBL sessions. This is followed by "I adapt my teaching strategies to maintain high levels of student engagement in inquiry-based lessons" with a mean of 3.57, and "I provide opportunities for students to take ownership of their learning through independent inquiries" with 3.46. Meanwhile, "I create a supportive environment where students feel comfortable asking questions and exploring ideas" received a mean of 3.43, and the lowest-rated item was "I observe an increase in student curiosity and interest when using inquiry-based learning approaches" with a mean of 3.31, the only indicator assessed at a moderate extent. This result shows that while teachers generally implement strategies to support student engagement, they may not consistently observe strong evidence of heightened student curiosity or motivation, suggesting an area for instructional improvement.

From the perspective of students, the overall weighted mean is 2.73, interpreted as a moderate extent. The highest mean score was observed in "I provide opportunities for students to take ownership of their learning through independent inquiries," with 2.81. This implies that students recognize and experience some degree of autonomy and initiative in IBL. The other indicators such as "I encourage students to actively participate in inquiry-based discussions and activities" (2.76), "I adapt my teaching strategies to maintain high levels of student engagement" (2.72), "I create a supportive environment where students feel comfortable asking questions and exploring ideas" (2.71), and "I observe an increase in student curiosity and interest" (2.68) are all rated moderately. These values suggest that while students experience engagement-related strategies, their overall participation and motivation levels are not maximized.

IV. Conclusion and Recommendations

1. The demographic profile of both teacher and student respondents reveals a predominance of young, early-career female teachers with limited professional experience and mostly undergraduate qualifications. This highlights the need for ongoing professional development and support to strengthen the effective implementation of inquiry-based learning in Social Science.
2. There exists a perceptual gap between teachers and students regarding the level of inquiry-based learning implementation. While teachers perceive a high level of implementation, students report only a moderate experience, especially in terms of engagement. This suggests a need to align teaching strategies with student-centered practices to enhance meaningful learning experiences.
3. Teachers experience a high extent of challenges in implementing inquiry-based learning, particularly related to systemic and instructional issues, while students report these challenges at a moderate extent. This disparity emphasizes the importance of addressing both visible and underlying barriers to improve classroom implementation.
4. Teachers' implementation of inquiry-based learning is significantly influenced by age, educational background, experience, and training, while students' perceptions remain consistent across demographic groups. This indicates that teacher qualifications and professional

exposure are critical to the effective application of IBL strategies.

5. Demographic factors, especially educational background, teaching experience, and IBL-related training, significantly influence the challenges teachers face. Likewise, students' age and sex impact their perception of challenges. These findings underscore the importance of context-specific and inclusive planning in overcoming IBL implementation barriers.
6. There is a significant positive correlation between the level of IBL implementation and the extent of challenges faced, indicating that deeper engagement with IBL exposes more difficulties. This stresses the necessity for sustained support systems, resource provision, and targeted teacher training to manage increasing demands.
7. The proposed action plan effectively responds to the identified challenges of implementing inquiry-based learning by promoting teacher capacity building, inclusive instructional strategies, and resource improvement. Its structured and multi-faceted approach is expected to enhance IBL practices and outcomes in Social Science education.

Recommendation

1. Students may actively engage in inquiry-based learning (IBL) activities by participating in classroom discussions, group tasks, and independent explorations. They should also provide honest feedback to teachers about their learning experiences to help bridge gaps in perceptions of IBL implementation.
2. Teachers may adopt more student-centered strategies to increase engagement and align with learners' perspectives on IBL. They are encouraged to create opportunities for student participation, feedback, and collaboration to ensure meaningful and interactive learning.
3. Teachers may proactively address instructional and systemic challenges in IBL by utilizing available resources, collaborating with colleagues, and continuously improving their teaching practices. Professional development, reflective practice, and innovative approaches can help minimize barriers to implementation.

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