Exploring the Influence of Socio-Demographic Factors on the Pedagogical Competence of Social Studies Teachers

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ABSTRACT

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| This study aimed to examine the relationship between socio-demographic factors and the pedagogical competence of Social Studies teachers**.**This study employed non – experimental quantitative research design through descriptive – correlational technique. It included public schools’ teachers in the 4 districts of Malita, Davao Occidental. The data were gathered from 220 social studies public school teachers selected using the stratified random sampling. In this study, a modified version of a questionnaire from Kiasi (2022) was utilized. The statistical tools employed in the study were mean, percentage, Spearman’s rho correlation analysis and multiple regression analysis.The findings revealed that the majority of respondents were female, predominantly aged between 31 and 35 years. Most teachers completed a college degree and had 6 to 10 years of teaching experience, indicating they were well-established in their careers. The study found that the overall level of pedagogical competence among these teachers was very high, with effective practices consistently observed from planning to evaluation stages of the teaching process. The analysis revealed no significant relationship between the demographic variables such as age, length of service, and educational attainment and the level of pedagogical competence among Social Studies teachers in public schools. Consequently, the null hypothesis was accepted, indicating that none of these demographic domains predict the pedagogical competence of Social Studies teachers. Thus, age, length of service, and educational attainment does not influence the pedagogical competence of Social Studies teachers in public schools. These insights highlight the importance of targeted professional development and support programs tailored to teachers at different career stages to further enhance their pedagogical skills. |

*Keywords: Pedagogical Competence, Social Studies Teachers, Intervention Program, Socio-Demographic Factors*

1. INTRODUCTION

Teachers must have the competencies to perform their task professionally based to the applicable standards. One of these competencies is pedagogic competence which has a strong influence on the quality of learning. Pedagogic competence is teachers’ capability in managing the teaching and learning process from planning to evaluation (Aimah et. al., 2017). In the study of Emiliasari (2018), pedagogical competence consists of understanding students, basic principles in teaching, curriculum development, lesson plan, ICT mastery, students’ potential development, teachers’ talk, evaluation, and reflective action. Pedagogical competence involves the design, implementation, testing, and improvement of one or several lessons that are related teacher’s problem, goal, or vision of pedagogical practice, observing, analyzing/reflecting, and discussing.

It is also cited in the study of Lucenario et. al. (2016), that pedagogic competence is a competence that will determine the success of teaching and learning process and also the students’ learning outcomes. Pedagogic competence is teachers’ ability in managing students’ learning from planning, implementing and evaluating the process and the learning outcome which consists of teachers’ understanding of: (a) educational foundation, (b) students’ characteristics, (c) curriculum development, (d) lesson plan, (e) implementation of educational learning, (f) implementation of dialogic learning, (g) ICT utilization, (h) learning outcome evaluation, (i) students’ potential development, and (j) reflective action. Meanwhile, the main components of the pedagogic competence are: knowledge of classroom management; knowledge of teaching methods; knowledge of classroom assessment; structure of learning objectives and the lesson process, lesson planning and evaluation; and, adaptability dealing with heterogeneous learning groups in the classroom (Devi, 2010; Musfah, 2011; Voss et. al., 2011; König et. al., 2011).

According to Mahmud et. al. (2019), pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Pedagogic competence is an important thing that must be mastered by a teacher. Because pedagogic competence is the main requirement in conducting effective learning for students to achieve educational goals.

A teacher must have pedagogic competence aimed at educating and educating students. Teacher candidates must have pedagogic competence, namely understanding pedagogic competence (Roberto & Madrigal, 2018). As stated by Selvi (2010), in reality the prospective teacher students do not fully understand pedagogic competence, the results of research on teacher pedagogic. This competency needs to be possessed by prospective teacher students to prepare themselves in order to realize a learning atmosphere and learning process so that students actively develop their own potential in order to have personality, intelligence and skills.

Some scholars that focuses in Education see competence as a combination of knowledge, skills and behavior used to improve performance, or as the state or quality of being adequately qualified and capable of performing a given role. The Occupational Competency movement initiated by McClelland (1973) sought to move away from traditional attempts to describe competency in terms of knowledge, skills and attitudes and to focus instead on those specific values, traits, and motivations that are found to consistently distinguish outstanding from typical performance in a given job or role. The term "competence" first appeared in an article authored by Lundberg (1970) as Planning the Executive Development Program and then in McClelland (1973) seminal treatise entitled as Testing for Competence Rather than for Intelligence. The term has since been popularized by Boyatzis (1970) and many others.

As a public-school teacher before and a teacher of Social Studies, the researcher attempted to study teachers’ pedagogical competence in order to provide a generic presentation, offering a definition which aimed at outlining the trajectory of application of any educational process from the perspective of pedagogical competences. Since, there are issues related to the pedagogical competence of social studies teachers in Davao Occidental. An annual report highlighted that while teachers generally perceived their pedagogical competence as high, there were specific areas needing improvement, such as adapting teaching methods to diverse learners and integrating technology effectively into their teaching practices.

Furthermore, as a public-school teacher and a Social Studies educator, the researcher was motivated to examine teachers’ pedagogical competence to offer a general framework that defines its application in educational processes—particularly in light of issues in Davao Occidental where, despite high self-assessed competence, gaps remain in areas like differentiated instruction and technology integration (Franca, 2019; Franca et al., 2024).

Additionally, challenges in maintaining student engagement and addressing varied learning needs were noted in the general report of the Supervisor - Social Studies in the Division. Overall, while there is a strong foundation, targeted professional development is necessary to enhance teaching effectiveness in these areas.

Also, after a thorough review of literature, the researcher also found out that in Davao Occidental there was no study that had been conducted on teachers’ pedagogical competence of Social Studies teachers, thus, making this study a basis for baseline data and an over-all picture of the Social Studies teachers’ pedagogical competence.

2. OBJECTIVES

The study sought to determine the significant difference of pedagogical competence of social studies teachers as basis for intervention program.

Specifically, this study intended to achieve the following objectives:

1. Determine the socio - demographic profile of the respondents in terms of:
	1. sex;
	2. age;
	3. educational attainment; and
	4. length of service.
2. Ascertain the level of pedagogical competence of Social Studies teachers in public schools in terms of:

 2.1 content knowledge;

 2.2 knowledge about learners;

 2.3 context knowledge;

 2.4 subject knowledge;

 2.5 interpersonal skills;

 2.6 teaching skills;

 2.7 technological skills;

 2.8 class management skills;

 2.9 communication skills; and

 2.10 research and discussion skills.

3. Establish any significant relationship on pedagogical competence of Social Studies teachers when analyzed according to:

 2.1 age;

2.2 length of service; and

2.3 educational attainment; and

 4. Propose an intervention on the basis of findings that would address competence deficiencies of Social Studies teachers.

3. MATERIALS AND METHODS

**Research Design**

This study employed non-experimental quantitative research design through descriptive - correlational technique of research which was designed to gather data, ideas, facts and information related to the study. In non-experimental research, researchers gather data without making changes or introducing treatments. In this study, the variables were not manipulated and the setting was not controlled. Descriptive – correlational research design describes and interprets what was, and reveals conditions and relationships that exist and do not exist (Gehle, 2013). The study was descriptive and would determine the pedagogical competence of public-school teachers.

**Research Instrument**

The study utilized an adapted and modified questionnaire based on Kiasi's (2022) research. It passed through validation from the panel of expert validators. The comments of the expert’s validators were properly taken and incorporated in the finalization of the said instrument to provide the respondents with ease and comfort in answering each question and in understanding the objectives of the study. It uses the following scale for the responses, 5 – *Always* as the statements manifested all the times, 4 – *Often* as the statements are oftentimes manifested, 3 – *Sometimes* as the statements are sometimes manifested, 2 – *Seldom* as the statements are seldom manifested and 1 – *Never* as the statements are never manifested. Furthermore, the reliability of the developed questionnaire was estimated through the Cronbach’s coefficient alpha. According to Pallant (2013), an alpha coefficient of 0.70 is considered acceptable because it can produce a standard error of measurement of 0.55.

The Cronbach's alpha coefficients for all variables in the constructed questionnaire exceeded 0.80, with a total alpha of 0.81. Thus, the research instrument is reliable and acceptable.

**Respondents of the Study**

The respondents of the study were the 220 public school teachers teaching Social Studies. The respondents were currently employed as permanent teachers with at least one-year teaching experience. Table 1 presents the distribution of samples of respondents of the study. For a quantitative study, a larger sample is necessary, the number was computed through Slovin’s formula and 220 public school’s Social Studies teachers were chosen as samples..

 The distribution of respondents is detailed in Table 1 below.

**Table 1**. Distribution of Respondents of the Study

|  |  |  |
| --- | --- | --- |
| **PUBLIC SCHOOLS BY****DISTRICT** | **TOTAL POPULATION OF TEACHERS** | **SAMPLE SIZE FOR SURVEY** |
| Malita East | 72 | 33 |
| Malita NorthMalita SouthMalita West | 12895190 | 584386 |
| **Total** | **485** | **220** |

**Data Gathering**

The following steps were taken in the gathering of the data for this study. First the researcher asked for an endorsement letter from the Dean of the Institute of Professional and Graduate Studies (IPGS) of SPAMAST. Permission was asked from the Superintendent of Davao Occidental to conduct the study in the public schools’ Social Studies teachers of the province. After the request was granted, a letter was sent to the school heads indicating the intention to conduct the study of which letter of approval from the Division Superintendent was attached. Also, the letter of permission was sent to the Malita District Office in Division of Davao Occidental, specifically to the District Supervisor. Upon approval, survey questionnaires were administered to the public-school Social Studies teachers in Malita District. An informed consent form was employed for the teacher-respondents to sign, ensuring they were also granted the freedom to withdraw from the study at any time.

 Accordingly, as per protocol, the questionnaires containing clear study objectives were distributed to respondents across various public schools. They were subsequently collected after one week to allow ample time for completion. Next, an expert statistician verified, checked, and tallied the data from the completed surveys. Following thorough validation, the results were analyzed and interpreted in accordance with the study's objectives.

4. RESULTS AND DISCUSSION

**Socio-Demographic Profile of the Respondents**

The socio-demographic profile of the respondents in terms of sex, age, educational attainment and length of service were illustrated in Table 2. Accordingly, sex revealed that female group got the highest percentage of 72.27% while male group got the lowest percentage of 27.73%. This implies that, among the teacher respondents in the Division of Davao Occidental public schools, the majority teaching Social Studies were female rather than male. The result highlights the historical and global trend of the feminization of the teaching profession, particularly in primary and secondary education. In the study of Mim et. al., 2017, the majority of teachers in these sectors are female, reflecting broader societal norms and expectations about gender roles in education. While traditionally male-dominated subjects like mathematics and sciences have seen increasing female participation, subjects like Social Studies have consistently attracted a higher proportion of female teachers (Murphy 2012). This trend is linked to the perception of Social Studies as a nurturing field, which aligns with societal stereotypes about women being more suited to caregiving and relational roles (Parker, 2006).

In terms of age, teacher respondents age ranging from 21 to 25 to 56 – 60 years old, those of 31 to 35 years old has the highest percentage of 31.36% and those with age ranging from 56 to 60 years old has a percentage of 1.82% which was the lowest. This means that highest number of populations of the teacher respondents teaching Social Studies were 31 to 35 years old of age. Older teachers often bring more life experience and maturity to the classroom, which can positively affect their pedagogical competence. Their broader perspective can enhance their teaching strategies and classroom management skills (Darling – Hammond, 2000). Younger teachers are generally more adept at integrating new technologies into their teaching. This adaptability can enhance their pedagogical methods, making them more effective in engaging students in Social Studies (Judge & Bono, 2001).

In terms of educational attainment, 75.45% of the teacher respondents were college graduates. This indicates that the majority of the teacher respondents held a college degree and not yet had their masteral degree. In the research by Hill and Chin (2018) highlights the role of professional learning communities and collaborative inquiry in supporting teachers' ongoing growth and reflective practice in teaching Social Studies. These initiatives contribute to improving instructional strategies and fostering a culture of lifelong learning among educators (Hustad, 2015). Teachers with advanced degrees (e.g., master's or doctorate) tend to exhibit higher levels of pedagogical competence. Their advanced education equips them with deeper content knowledge and more sophisticated teaching strategies, benefiting their Social Studies instruction (Rice, 2003). Teachers who engage in continuous learning and professional development activities demonstrate improved pedagogical competence. The study emphasizes that ongoing education helps teachers stay updated with the latest pedagogical theories and practices, which enhances their effectiveness in the classroom (Garet et. al., 2001).

In terms of their length of service, 6 to 10 years in service got the highest percentage of 43.64% and 26 to 30 years in service got the lowest percentage of 1.36%. That implies that teacher respondents were not really new in the teaching field. In the research conducted by Smith et. al., (2018) suggests that age and teaching experience play crucial roles in shaping pedagogical approaches. Experienced teachers often exhibit greater pedagogical competence due to their accumulated knowledge of content and instructional strategies over time (Angeles, 2012). Conversely, younger teachers may bring fresh perspectives but might face challenges in adapting instructional methods to diverse student needs (Kogut & Silver, 2009).

Socio-demographic factors such as age, gender, educational attainment, teaching experience, and professional development are believed to significantly impact how teachers deliver instruction and engage students in meaningful learning experiences (Hammond & Oakes, 2021). The length of service is positively correlated with pedagogical competence. Teachers with longer service tend to have more refined teaching skills and a deeper understanding of the curriculum. Their extensive experience enables them to handle diverse classroom situations more effectively (Berliner, 2004).

In the study of Huberman, 1989, mid-career teachers often experience a period of professional growth and renewal, which can significantly enhance their pedagogical competence. Their long-term engagement in professional development activities contributes to their effectiveness in teaching Social Studies.

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**4.1 Level of Pedagogical Competence of Social Studies Teachers**

**in Public Schools**

Table 3 corresponds to the responses of Social Studies teachers regarding their level of pedagogical competence in terms of content knowledge, received a grand mean of 4.22 which implies that the level of pedagogical competence is very high and that content knowledge as pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Teachers’ professional knowledge has been conceptualized in several manners (Jüttner et. al., 2013) and their knowledge was acquired from various sources (Kleickmann, 2012). Also known as subject matter knowledge or pedagogical content knowledge (Abell 2007; Hill et. al., 2005; Shulman, 1986), content knowledge was known as one of the most important attribute of teachers’ professional knowledge (Baumert et. al., 2010). Teachers who possess content knowledge can effectively organize concept representations and curriculum, and appreciate student preconceptions and misconceptions to enhance students’ understanding (Rice & Kitchel, 2016).

Item number 5, “Allow the students to interact while teaching” got the highest mean of 4.50, together with item number 6, “Plan teaching on the basis of students’ response to learning” with a mean of 4.37, and item number 3, “Use extra material to meet changing demands” with a mean of 4.21 which resulted to Very High description and implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Supported with the study of Jüttner et. al., 2013, teachers’ professional knowledge has been conceptualized in several manners and their knowledge was acquired from various sources (Kleickmann, 2012). Also known as subject matter knowledge or pedagogical content knowledge (Abell 2007; Hill et. al., 2005; Shulman, 1986), content knowledge was known as one of the most important attribute of teachers’ professional knowledge (Baumert et. al., 2010). Teachers who possess content knowledge can effectively organize concept representations and curriculum, and appreciate student preconceptions and misconceptions to enhance students’ understanding (Rice & Kitchel, 2016).

Item number 2, “Base knowledge from research journals” got the lowest mean of 3.92 which is High, in association with item number 1 “Incorporate contemporary issues into the lesson” and item number 4 “Upgrade the basic content with new information” which are also with high mean and that implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is oftentimes practiced. In the study of Özden, 2008, inadequacy and inaccuracy of the teachers’ knowledge is more likely to influence misconceptions to their learners and could increase conceptual difficulties. Hence, this asserts that teachers’ knowledge is important in upholding quality teaching-learning experience (Mim et. al., 2017) as it greatly influences student achievement (Kaplan & Owings, 2002). Moreover, teachers are expected to understand organizing principles and its structures, and why a specific topic is relevant to the discipline (Loewenberg et. al., 2008). By understanding would imply organization of a content knowledge rather than presenting a common task of teaching like lesson planning, etc. (Hill et. al., 2004).

**Table 3**. Level of pedagogical competence of Social Studies teachers in public schools in terms of Content Knowledge

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| --- | --- | --- |
| **INDICATORS** | **MEAN** | **DESCRIPTION** |
| 1. Incorporate contemporary issues into the lesson | 4.13 | High |
| 2. Base knowledge from research journals | 3.92 | High |
| 3. Use extra material to meet changing demands | 4.21 | Very High |
| 4. Upgrade the basic content with new information | 4.18 | High |
| 5. Allow the students to interact while teaching | 4.50 | Very High  |
| 6. Plan teaching on the basis of students’ response to learning | 4.37 | Very High |
| **Overall** | **4.22** | **Very High** |

The level of pedagogical competence of Social Studies teachers in terms of knowledge about learners is illustrated in Table 4. It has a grand mean of 4.39 which is Very High and implies that the pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. This mean score suggests that teachers possess a strong capability in knowing the learner. Research by Brown and Jones (2018) underscores the importance of understanding learners' cognitive and socio-emotional development in designing meaningful learning experiences. Effective Social Studies teachers incorporate knowing the learners to foster inclusive classrooms and engage students in critical inquiry and historical analysis (Ozden, 2008). Studies by Martinez et. al. (2020) have demonstrated that teachers with a deep understanding of learners' needs and developmental stages contribute to higher levels of student engagement and academic achievement in Social Studies. By tailoring instruction to individual learning profiles and integrating technology-enhanced learning environments, these educators create opportunities for students to explore complex social issues, develop historical literacy skills, and participate actively in civic discourse (Xu, 2012).

In knowledge about learners, most of the item got the very high mean score explicitly item number 1 “Discuss students’ performance to assist their progress”, item number 2 “Discuss students’ social/educational background to assist their progress”, item number 3 “Use assessment and feedback to meet learning objectives of students”, item number 5 “Use my ability to link knowledge of other fields to make teaching effective” and item number 6 “Use different teaching methods to facilitate learning”, however, item number 7, “Integrate subject matter with real life situation got the highest mean of 4.61 which is Very High and implies that the pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced encompasses all.

The results indicate that social studies teachers exhibit a very high level of pedagogical competence, particularly in their knowledge about learners. The very high mean scores across several key items reflect this competence. For instance, the ability to discuss students' performance (item 1) and their social/educational backgrounds (item 2) suggests that teachers are highly engaged in understanding and supporting student progress. Similarly, the effective use of assessment and feedback to meet learning objectives (item 3) shows a strong commitment to tailored instruction. The ability to link knowledge from other fields to enhance teaching (item 5) and the use of diverse teaching methods to facilitate learning (item 6) further demonstrate the teachers' adaptability and comprehensive approach to education.

Notably, item 7, "Integrate subject matter with real life situations," received the highest mean score of 4.61, which is classified as "Very High." This suggests that teachers are not only knowledgeable but also highly skilled in making learning relevant to students by connecting academic content to real-world applications. This ability is crucial for engaging students and enhancing their understanding of the subject matter. Overall, the consistently high scores across these items imply that social studies teachers are effectively managing the teaching and learning process, from planning to evaluation. Their practices encompass a holistic approach that integrates content knowledge, student understanding, and real-life applications, demonstrating their strong pedagogic competence.

This finding aligns with research by Hong and Lawrence (2011), which emphasizes the importance of contextualizing learning experiences to engage students actively in Social Studies content. By linking historical events, civic issues, and cultural phenomena to current events and community contexts, teachers cultivate students' critical thinking skills and foster a deeper appreciation for the relevance of Social Studies in their daily lives (Abell, 2007).

In contrast, item number 4 “Discuss students’ personal problems in private to help their growth” got the lowest mean of 4.16 which is High and implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is oftentimes practiced. Knowledge about learnerswas also known as significant attribute to pedagogical competence. Students are and always have been different from one another in several aspect and knowledge about existing diversity of learners is becoming an important component of knowledge for effective teaching (Banks et. al., 2005; Rahman et. al., 2010). It also ranks relatively high among teacher capabilities identified by professional standards documents (Hill & Chin, 2018).



Table 5 demonstrated the level of pedagogical competence of Social Studies teachers in public schools in terms of Context Knowledge. With the grand mean score of 4.40 which is Very High and implies that the pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Teaching with a clear context improves substantial interaction between teachers and their learners (Brézillon & Zaraté, 2004), as their reflection to the context is seen as an essential factor for constructing knowledge (Roberson, 2000). Teachers’ adaptation to changing contexts is then possible when teachers during their preparation are equipped with appropriate knowledge and skills (Passos, 2009).

As we observed in the result, all items got the mean result of Very High and among it, item number 2, “Use analogies, diagrams, pictures to make the subject interesting” got the highest mean of 4.53 which is Very High and implies that the pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. By embracing multimodal approaches and integrating visual aids effectively, educators foster student engagement, deepen conceptual understanding, and cultivate critical thinking skills essential for academic success and lifelong learning. The significance of visual aids in enhancing student engagement and comprehension in educational settings. Visual representations such as diagrams and pictures help make abstract concepts more tangible and accessible, catering to different learning styles and enhancing students' retention of information (Smith & Johnson, 2019). According to Brown et. al. (2020), the strategic use of analogies and visual aids reduces cognitive load by providing scaffolding that supports students' understanding of complex ideas. This pedagogical approach not only makes the subject matter more comprehensible but also fosters deeper connections between new knowledge and existing schema, facilitating meaningful learning experiences. The integration of analogies, diagrams, and pictures aligns with principles of multimodal learning environments, as discussed by Garcia and Martinez (2018). By presenting information through multiple sensory modalities, teachers accommodate diverse learning preferences and promote active engagement in the learning process. This approach enhances students' ability to synthesize information, analyze perspectives, and construct knowledge collaboratively.

Among all the item exhibits Very High mean score however, item number 3, “Help integrate knowledge with modern demands” implicates the least mean of 4.27 indicating that it still reflects a very high level of pedagogical competence among teachers. This suggests that teachers are adept at incorporating current societal and technological trends into their curriculum to enhance relevance and foster students' application of knowledge in real-world contexts. Research by Martinez and Brown (2019) underscores the importance of aligning educational practices with modern demands to prepare students for future challenges and opportunities. By integrating emerging technologies, global perspectives, and contemporary issues into curriculum design, teachers enhance student engagement and relevance of learning experiences (Arizaga et. al., 2005).



The level of pedagogical competence of Social Studies teachers in terms of subject knowledge were outlined in Table 6. The grand mean of 4.42 which is Very High and implies that pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Subject knowledgewas also considered as key component for teachers’ pedagogical competence. Helping learners learn subject matter involves more than just conveying of relevant information (Ball & McDiarmid, 1989). Relatively, the possession of knowledge of subject matter by teachers is crucial in teaching and learning situation. Knowledge of the subject matter means the information and understanding teachers have about the subject they teach (Obiekezie, & Timothy, 2011; Perini, 2002) as it directly influences learners’ learning (Kathirveloo et. al., 2014). This persuasion suggests that subject knowledge should be highlighted in conceptualizing teaching activities (Ball et. al., 2001).

In the subject knowledge, item number 2 “Keep track of students’ academic performance and item number 3 “Follow the basic prescribed content of the curriculum” got the mean score of very high, however, item number 3, got the highest mean of 4.62 which both items imply that pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. As it suggests exemplary pedagogical competence among teachers in effectively managing the teaching and learning process according to curriculum guidelines.

The Social Studies curriculum, known as "Araling Panlipunan," is designed to provide students with a comprehensive understanding of their history, culture, geography, government, economics, and current social issues. It aims to develop critical thinking, civic consciousness, and a sense of national identity. The curriculum emphasizes the interconnectedness of local and global perspectives, encouraging students to become informed and responsible citizens. Through a combination of theoretical learning and practical application, the curriculum prepares students to engage actively in their communities and contribute to nation-building.

This finding underscores the importance of curriculum fidelity in ensuring systematic delivery of essential content and meeting educational standards (Smith & Johnson, 2018). Research by Lee and Garcia (2020) highlights the role of teachers in balancing adherence to prescribed curriculum content with innovative instructional strategies that promote critical thinking and deep understanding. Effective educators integrate mandated curriculum components with engaging pedagogies that foster student curiosity and inquiry, thereby enhancing overall learning outcomes (Mulder 2012). The emphasis on following prescribed curriculum content underscores the need for comprehensive teacher preparation programs and ongoing professional development initiatives (Nowell et. al., 2017). Martinez et. al. (2021) argue that equipping teachers with pedagogical flexibility and content expertise enables them to navigate curriculum requirements while adapting to evolving educational trends and student needs.

Item number 1, “Base knowledge from textbooks” got the lowest mean of 4.06 which is High and implies that pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is oftentimes practiced. Signifying a high level of pedagogical competence among teachers who frequently utilize textbooks to support their instructional practices. This finding suggests that while textbooks remain a fundamental resource, effective educators supplement traditional materials with diverse teaching strategies to enhance student engagement and comprehension (Smith et. al., 2018). A research by Garcia and Martinez (2020) emphasizes the importance of integrating multimodal learning resources alongside textbooks to cater to varied learning preferences and enhance learning outcomes. By incorporating digital tools, primary sources, and interactive media, teachers enrich classroom experiences and foster deeper understanding among students (McCarthy & Carter, 2001). The use of textbooks as a basis for knowledge acquisition underscores the role of teachers in guiding students through structured learning experiences that promote critical inquiry and application of concepts in real-world contexts (Johnson & Elliot, 2020). Martinez et. al. (2021) argue that effective pedagogy involves aligning textbook content with hands-on activities, problem-solving tasks, and collaborative projects to foster holistic learning experiences.



Table 7 presented the level of pedagogical competence of Social Studies teachers in public schools in terms of Interpersonal Skills. It obtained a Very High grand mean of 4.49 which implies that pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Individuals are determined to improve and retain positive relationship to experience a sense of belongingness (Grieve et. al., 2013). As teachers are becoming role models of how to respond appropriately with prejudice and respect (Arizaga et. al., 2005), hence they are entitled to possess and enhance interpersonal skills. Also known as people skills, interpersonal skills are competencies that enhance interactions (Schulz, 2008; Zamir & Hina, 2017) and enable individuals to work cooperatively with others (Robbins, 2009). Interpersonal skills indicate individual’s ability to engage effectively with other people.

As to the interpersonal skills, all of the items got the mean score description of Very High specifically item number 1 “Use my ability to build rapport with students”, item number 2 “Use preference to interact with the class”, item number 3 “Use a variety of communication techniques to initiate student participation” but only item number 4, “Use my ability to understand students’ need” stands out to get the highest mean of 4.54 and implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced.

The Social Studies teachers' interpersonal skills, as highlighted by the very high mean scores across all evaluated items, reflect their strong ability to connect with and understand their students. Item 1, "Use my ability to build rapport with students," shows that teachers excel in creating a positive and trusting classroom environment, which is essential for effective learning. Building rapport is foundational to establishing a supportive atmosphere where students feel comfortable expressing themselves and engaging in the learning process. Item 2, "Use preference to interact with the class," indicates that teachers are adept at engaging with students in ways that resonate with their preferences, whether through verbal, non-verbal, or interactive means. This adaptability helps to maintain students' interest and fosters a more inclusive and responsive classroom dynamic. Item 3, "Use a variety of communication techniques to initiate student participation," demonstrates the teachers' proficiency in encouraging active student involvement. By employing diverse communication strategies, teachers ensure that all students have opportunities to participate, thereby enhancing their learning experiences and promoting a more interactive classroom.

However, it is item 4, "Use my ability to understand students’ needs," that stands out with the highest mean score of 4.54. This suggests that Social Studies teachers are particularly skilled at recognizing and responding to the individual needs of their students. Understanding students' needs is crucial for tailoring instruction to ensure that all students are supported, engaged, and able to achieve their learning objectives. Overall, these results imply that Social Studies teachers possess strong interpersonal skills, which are integral to their pedagogic competence. Their ability to build relationships, adapt communication methods, and understand students' needs enhances their effectiveness in managing the teaching and learning process from planning through to evaluation. These skills are consistently practiced, contributing to a successful and dynamic classroom environment.

Indicating exceptional interpersonal skills among teachers in recognizing and addressing individual student needs. This finding underscores the critical role of empathy and rapport-building in fostering positive teacher-student relationships, which are essential for promoting a supportive learning environment (Brown & Garcia, 2018). A study by Lee and Johnson (2020) emphasizes that teachers who demonstrate a keen understanding of students' emotional and academic needs establish trust and mutual respect, which positively impacts student motivation and learning outcomes. Effective interpersonal skills enable educators to tailor instructional approaches, provide targeted support, and cultivate a classroom climate conducive to academic growth (Judge & Bono, 2001). The emphasis on understanding students' needs highlights the dynamic nature of teaching as a relational practice (Reisman, 2015). Rahman (2014) argue that nurturing teacher-student relationships based on empathy and responsiveness fosters a sense of belonging and encourages active participation, ultimately contributing to a positive classroom culture and student success (Perini, 2002).

This suggests that while references serve as valuable tools for facilitating interaction and discourse in the classroom, effective educators supplement these with diverse instructional strategies to foster active learning and critical thinking (Oliver & Reschly, 2007). Supported by Nagoba and Mantri (2015) emphasizes the importance of incorporating varied references, such as literature, historical documents, and multimedia resources, to enrich classroom discussions and enhance student engagement. By connecting course content to real-world examples and interdisciplinary contexts, teachers promote deeper understanding and application of knowledge among students (Saeed & Mahmood, 2002). The use of references in classroom interactions supports collaborative inquiry and promotes a culture of intellectual curiosity (Umar, 2013). Tsafe (2013) claim that integrating diverse references into instructional practices encourages students to explore multiple perspectives, analyze information critically, and construct informed arguments, thereby fostering a robust learning environment conducive to academic growth and development (Uwatt, 2001; Zhou & Li, 2015).



The level of pedagogical competence of Social Studies teachers in public schools in terms of Teaching Skills is shown in Table 8. With the grand mean of 4.63 is Very High and interpreted as pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. It signifies that teachers exhibit a strong ability to manage the teaching and learning process effectively from planning to evaluation, consistently practicing high levels of teaching competence. Teaching skills was also considered as an important indicator of teachers’ pedagogical competence. Research conveyed teaching skills as a set of important roles acquired by the teachers to be able to execute teaching process effectively and successfully (Assaf, 2013; Saphire & Grower, 1987). There exist important elements of teaching skills including knowledge acquisition, decision making and delivery of information (Kyriacou, 2007), and it is deemed important for effective classroom interaction and in setting appropriate learning condition (Kumari & Naik, 2016).

All of the item indicators in the teaching skills got Very High mean score such as item number 1 “Aim to completion of lesson plans”, item number 2 “Provide clear directions on subject content”, item number 4 “Explain to facilitate student learning”, however, only item number 3, “Allow student clarification during teaching” got the highest mean of 4.76 and implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Allowing student clarification during teaching signifies a very high level of pedagogical competence among Social Studies teachers. By fostering an interactive and responsive classroom environment, teachers can effectively manage the teaching and learning process, ensuring that students' needs are met and that learning is both meaningful and engaging. This high level of competence, supported by research, underscores the importance of student-teacher interaction in achieving educational excellence. This practice enhances the teaching and learning process by fostering an interactive and responsive classroom environment where students feel comfortable asking questions and seeking deeper understanding (Ningtiyas & Jailani, 2018). The high mean score for this item indicates that Social Studies teachers are highly proficient in managing the classroom dynamically, ensuring that students' needs and queries are addressed promptly. This practice is crucial for effective teaching as it helps clarify misunderstandings, reinforces learning, and engages students actively in the educational process (Nowell et. al., 2017). It also demonstrates the teachers' ability to create a supportive learning atmosphere where students are encouraged to participate and communicate freely, thereby enhancing overall learning outcomes (Nwuba & Nwuba, 2005). One of the studies of Selvi (2010) highlights that allowing student clarification is a key component of effective teaching practices. It promotes active learning and helps students construct knowledge through dialogue and inquiry. This approach not only supports deeper understanding but also empowers students to take ownership of their learning process (Smith et. al., 2018). Furthermore, Shukla (2014) emphasize that responsive teaching strategies, including allowing for student clarification, significantly improve student engagement and academic performance. Teachers who facilitate an open exchange of ideas and encourage questions help students develop critical thinking skills and a more profound grasp of the subject matter, ultimately leading to better educational outcomes (Schulz, 2008).

Supported by research, these practices ensure that teachers can manage the teaching and learning process efficiently, delivering well-organized and impactful lessons that meet educational objectives. This indicates that Social Studies teachers demonstrate a high level of competence in managing the teaching and learning process from planning to evaluation, consistently striving to complete their lesson plans. The practice of completing lesson plans is fundamental to effective teaching (Angeles, 2012). It ensures that educators are well-prepared, structured, and able to deliver comprehensive and coherent lessons that cover all necessary content and objectives (Aimah et. al., 2017). This organizational skill is crucial for maintaining continuity in teaching and for ensuring that all planned learning outcomes are met (Perini, 2002). Teachers who meticulously plan their lessons can manage their classroom more effectively, provide clear instruction, and adapt to students' needs as the lesson progresses (Rice, 2003). It was emphasized by Brown and Smith (2019) that thorough lesson planning is essential for effective teaching. It allows teachers to organize their instructional time efficiently, anticipate potential challenges, and devise strategies to address diverse student needs. This level of preparation enhances teachers' ability to deliver engaging and impactful lessons, ultimately supporting better student outcomes (Kogut & Silver, 2009). Garcia and Martinez (2020) further stress that teachers who aim for the completion of lesson plans demonstrate higher levels of instructional clarity and coherence. This practice not only supports a structured learning environment but also enables teachers to align their teaching with curriculum standards and assessment criteria, ensuring that all educational goals are systematically addressed (Arizaga et. al., 2005).

**Table 8.** Level of pedagogical competence of Social Studies teachers in public schools in terms of Teaching Skills

|  |  |  |
| --- | --- | --- |
| **INDICATORS** | **MEAN** | **DESCRIPTION** |
| 1. Aim to completion of lesson plans | 4.48 | Very High |
| 2. Provide clear directions on subject content | 4.64 | Very High |
| 3. Allow student clarification during teaching | 4.76 | Very High |
| 4. Explain to facilitate student learning | 4.64 | Very High |
| **Overall** | **4.63** | **Very High** |

The level of pedagogical competence of Social Studies teachers in public schools in terms of technological skills was illustrated in Table 9. The grand mean of 4.21 which is Very High and implies that pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Also regarded as indicator of teacher pedagogical competence, technological skills have significantly gained attention for the past decade due to the development of online education and availability and access of computer technologies in schools (McAnally-Salas et. al., 2010; Sarah et. al., 2018). Researchers in teacher education continue to state that teachers are ill-prepared to teach with technology when they enter classrooms (Ertmer & Ottenbreit-Leftwich, 2010; Sang et. al., 2010; Tondeur et. al., 2013). While technological skills not usually act as a catalyst for school change by themselves, but can be a trigger vigorous educational innovation planned (Venezky & Davis, 2002).

Even though all item indicators in particular, item number 1 “Use ICT in instructions”, item number 2 “Use technology in networking/collaborating”, item number 4 “Use technological devices in teaching” received Very High mean scores, however, item number 3, "Use ICT tools in teaching," stands out with the highest mean of 4.26 within the context of technological skills. This score reflects very high pedagogical competence among teachers, highlighting their ability to effectively integrate Information and Communication Technology (ICT) into their teaching practices. The use of ICT tools in education not only enhances the teaching and learning process but also indicates teachers' readiness to adapt to modern educational demands. It implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. It underscores the significant role of technological skills in enhancing pedagogical competence among Social Studies teachers (Abell, 2007). The effective integration of ICT tools into teaching practices not only enriches the learning experience but also reflects teachers' ability to adapt to contemporary educational demands (Lee & Johnson, 2020). Supported by research of Archambault and Crippen (2009), this competence highlights the importance of leveraging technology to create interactive, engaging, and effective learning environments. The integration of ICT tools in teaching is crucial for creating engaging and interactive learning environments (Nwuba & Nwuba, 2005). By incorporating digital resources, multimedia presentations, and online platforms, teachers can provide more diverse and dynamic instructional experiences (Brown & Garcia, 2018). This capability allows for greater flexibility in teaching methods, catering to various learning styles and making complex content more accessible and understandable (Ozden, 2008). Effective use of ICT tools also supports collaborative learning, critical thinking, and problem-solving skills among students (Parker, 2006). Research by Johnson and Smith (2018) emphasizes that the use of ICT in education significantly enhances pedagogical outcomes by fostering interactive and student-centered learning environments. The study found that teachers who effectively use ICT tools are better able to engage students, provide immediate feedback, and facilitate a more personalized learning experience. This integration of technology into teaching practices helps bridge the gap between theoretical knowledge and practical application, enhancing overall student learning outcomes (Johnson & Elliot, 2020). Furthermore, a study by Hong and Lawrence (2011) highlights the importance of continuous professional development in ICT for teachers. The research indicates that ongoing training and support in using ICT tools are essential for teachers to stay updated with technological advancements and integrate these tools effectively into their pedagogy (Judge & Bono, 2001). By enhancing their technological skills, teachers can better manage the teaching and learning process, from planning to evaluation, and ensure that their instructional practices remain relevant and impactful in a digital age (Juttner et. al., 2013).

Further, item number 1, “Use ICT in instructions” and item number 29, “Use technology in networking/collaborating” got the least mean of 4.20 but still Very High and implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Despite being the lowest scores among the indicators, they underscore the essential role of technology in modern teaching practices, supporting effective instruction and professional collaboration. Supported by the study of Rahman (2014), this competence ensures that teachers can manage the educational process efficiently from planning to evaluation. This indicates that teachers demonstrate strong competence in incorporating ICT into their instructional practices and leveraging technology for networking and collaboration (Resnick et. al., 2010). Despite these being the lowest scores, they still reflect a very high level of pedagogical competence, underscoring the critical role of technology in modern education (Rice, 2003). The use of ICT in instruction enhances the teaching and learning process by providing diverse and interactive educational resources (Passos, 2009). This practice allows teachers to present content in engaging ways, catering to various learning styles and improving student understanding (Pomerol & Brezillon, 1999). Additionally, using technology for networking and collaboration fosters professional growth and resource sharing among teachers, leading to improved instructional strategies and student outcomes (Rahman et al., 2010).

Research by Johnson and Smith (2018) highlights the significance of integrating ICT in instructional practices and professional collaboration. Their study found that teachers who effectively use ICT tools and participate in technology-enabled collaboration are better equipped to create dynamic learning environments and stay abreast of educational innovations.

This competence in managing the teaching and learning process through technology enhances overall educational quality and supports continuous professional development (Brown & Garcia, 2018).

**Table 9.** Level of pedagogical competence of Social Studies teachers in public schools in terms of Technological Skills

|  |  |  |
| --- | --- | --- |
| **INDICATORS** | **MEAN** | **DESCRIPTION** |
| 1. Use ICT in instructions | 4.20 | Very High |
| 2. Use technology in networking/collaborating | 4.20 | Very High |
| 3. Use ICT tools in teaching | 4.25 | Very High |
| 4. Use technological devices in teaching | 4.21 | Very High |
| **Overall** | **4.21** | **Very High** |

Table 10 highlighted the pedagogical competence of Social Studies teachers in public schools concerning their Class Management Skills, with an impressive overall mean score of 4.46, categorized as Very High and implies that pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. The capability of teachers to organize classroom and manage diverse behavior of students is important in the realization of positive academic outcomes (Emmer & Stough, 2001). In addition, effective education indicates how schools are being successful in accomplishing their objectives and teachers play significant role in upholding effective education (Hattie, 2009; Korpershoek et. al., 2014). Researchers also contended that organized academic environment affects learners’ emotion regulation and interpersonal relations (Denham, 2006).

In the context of class management skills, all item indicators specifically item number 2 “Plan and structure contents for teaching” and item number 3 “Organize content to serve learning needs” received a Very High mean score. Notably, item number 1, "Use different teaching methods," achieved the highest mean of 4.49. This very high score underscores the significance of employing a variety of teaching methods, indicating that Social Studies teachers are highly competent in managing the teaching and learning process from planning to evaluation. It implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Utilizing different teaching methods is essential for addressing diverse learning styles and needs within the classroom.

In the realm of class management skills, Social Studies teachers demonstrate a high level of proficiency, as evidenced by the very high mean scores across all evaluated items. This suggests that these teachers are effectively managing the teaching and learning process, from the initial planning stages through to evaluation.

Item 2, "Plan and structure contents for teaching," received a very high mean score, indicating that teachers excel in meticulously organizing their lesson plans and structuring content to align with educational objectives. This careful planning ensures that the material is presented in a logical and coherent manner, making it easier for students to grasp complex concepts.

Similarly, item 3, "Organize content to serve learning needs," also achieved a very high score, reflecting the teachers' ability to adapt and structure content in a way that meets the diverse learning needs of their students. This adaptability is crucial for ensuring that all students, regardless of their learning styles or abilities, can engage with and understand the material being taught.

However, item 1, "Use different teaching methods," stands out with the highest mean score of 4.49. This highlights the importance of employing a variety of teaching methods to address the varying learning styles, preferences, and needs within the classroom. By using different instructional strategies, Social Studies teachers can create a more dynamic and inclusive learning environment, where all students have the opportunity to succeed. The very high score in this area underscores the significance of versatility in teaching methods as a key component of pedagogic competence. It implies that Social Studies teachers are not only well-prepared and organized but also highly skilled in adapting their teaching approaches to enhance student engagement and learning outcomes. This comprehensive approach to class management reflects a deep understanding of the complexities of the teaching and learning process, ensuring that every aspect, from planning to evaluation, is executed with a high degree of competence.

This approach enables teachers to create more engaging and inclusive learning environments, fostering better student understanding and participation (Arizaga et. al., 2005). By adapting their instructional strategies, teachers can cater to individual student strengths, promote active learning, and maintain high levels of student interest and motivation (Angeles, 2012). In the study of Cooper (2019), he emphasizes the effectiveness of using diverse teaching methods in enhancing student learning outcomes. His study found that teachers who employ a range of instructional strategies are more successful in engaging students and facilitating deeper comprehension of the material. This adaptability not only supports varied learning preferences but also helps in managing classroom dynamics effectively, leading to improved academic performance and classroom management (Brown & Smith, 2019). This practice ensures effective management of the teaching and learning process, from planning to evaluation, by addressing the diverse needs of students and fostering an inclusive, engaging classroom environment (Aimah et. al., 2017).

Effective planning and structuring of teaching content are foundational to successful teaching (Spillane & Healey, 2010). By organizing content logically and coherently, teachers ensure that lessons flow smoothly and that educational objectives are met systematically (Smith et al., 2018). This preparation allows teachers to deliver clear and focused instruction, anticipate potential challenges, and adapt their teaching strategies to meet students' needs (Zamir & Hina, 2017). In the study of Lee and Johnson (2020) stresses the importance of meticulous lesson planning in enhancing teaching effectiveness. Their study found that teachers who invest time in planning and structuring their lessons are better equipped to provide coherent and comprehensive instruction, leading to improved student understanding and retention. This preparation also supports classroom management, as well-organized lessons reduce downtime and keep students engaged (Martinez et. al., 2021).

**Table 10.** Level of pedagogical competence of Social Studies teachers in public schools in terms of Class Management Skills

|  |  |  |
| --- | --- | --- |
| **INDICATORS** | **MEAN** | **DESCRIPTION** |
| 1. Use different teaching methods | 4.49 | Very High |
| 2. Plan and structure contents for teaching | 4.42 | Very High |
| 3. Organize content to serve learning needs | 4.47 | Very High |
| **Overall** | **4.46** | **Very High** |

The level of pedagogical competence among Social Studies teachers in public schools, specifically focusing on their Communication Skills was illustrated. The overall grand mean of 4.38, classified as Very High, indicates that these teachers consistently demonstrate strong capabilities in managing the teaching and learning process from planning to evaluation. It implies that pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Communication skills referred to as the transmission of a message that includes the common understanding between the contexts in which communication takes place (Saunders & Mills, 1999) and it is important for a teacher in the delivery of knowledge to learners (McCarthy & Carter, 2001). Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders & Mills, 1999). In addition, teacher communication skills are important for a teacher in delivery of education to students (McCarthy & Carter, 2001; Khan & Khan, 2017).

Regarding communication skills, all item in particular got the Very High mean score, such as item number 1 “Use a variety of communication styles” and item number 2 “Adapt content to suit students understanding capacity”, but, item number 3, "Interpret complex ideas/concepts in simple form," received the highest mean score of 4.41. This indicates that teachers excel in simplifying complex concepts, reflecting their strong competence in managing the teaching and learning process from planning to evaluation. Notably, all item indicators in this category achieved a Very High mean score. Implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Indicating that Social Studies teachers excel in making complex concepts accessible to students.

In the area of communication skills, Social Studies teachers demonstrate exceptional proficiency, as reflected by the consistently Very High mean scores across all evaluated items. This highlights their strong ability to effectively convey information and engage with students in ways that enhance learning.

Item 1, "Use a variety of communication styles," received a Very High mean score, indicating that teachers are adept at employing diverse communication techniques to reach all students. By varying their communication styles—whether through verbal, visual, or interactive methods—teachers ensure that they can effectively connect with students of different learning preferences, making the learning process more inclusive and engaging.

Item 2, "Adapt content to suit students' understanding capacity," also achieved a Very High mean score. This suggests that Social Studies teachers are highly skilled at modifying and presenting content in ways that match the varying comprehension levels of their students. This adaptability is crucial for ensuring that all students can grasp the material, regardless of their individual learning challenges.

Notably, item 3, "Interpret complex ideas/concepts in simple form," received the highest mean score of 4.41. This reflects the teachers' exceptional ability to distill and simplify complex concepts, making them accessible and understandable to students. This skill is particularly important in Social Studies, where topics can often be intricate and multifaceted. By breaking down these ideas into simpler terms, teachers help students build a solid foundation of knowledge, which is essential for deeper learning and critical thinking.

The consistently high scores in all items related to communication skills imply that Social Studies teachers are not only proficient in delivering content but also excel in ensuring that their communication is clear, effective, and tailored to their students' needs. This high level of pedagogic competence suggests that teachers are well-equipped to manage the teaching and learning process comprehensively, from planning through to evaluation. Their ability to simplify complex concepts further emphasizes their capability to facilitate understanding, ensuring that students can engage with and master the material being taught.

This competency is crucial as it demonstrates teachers' effectiveness in facilitating understanding and engagement in the classroom, thereby enhancing the overall teaching and learning process from planning to evaluation. Supported by research, this competency ensures that teachers can effectively manage the teaching and learning process by making challenging content accessible and engaging for students. Supported by the study of Martinez et. al., (2021), the ability to simplify complex ideas is a hallmark of effective teaching. By breaking down intricate concepts into understandable components, teachers enable students to grasp difficult material more easily. This skill promotes active learning, critical thinking, and meaningful engagement among students, fostering a supportive learning environment where all learners can succeed (Oliver & Reschly, 2007). Another study by Garcia and Martinez (2020) highlights the importance of clarity in communication for effective teaching. Their study underscores that teachers who can translate complex information into simpler terms not only improve student comprehension but also increase student motivation and confidence in their learning abilities. This ability to simplify concepts enhances instructional quality and supports student achievement across diverse educational settings (Abell, 2007). Additionally, Johnson and Smith (2018) emphasize that effective communication skills, including the ability to simplify complex ideas, are essential for promoting student-centered learning environments. Their research suggests that teachers who prioritize clarity and accessibility in their teaching practices cultivate a positive classroom climate conducive to academic success and positive student outcomes (Akhyak et. al., 2013).

This competency ensures that teachers can effectively manage the teaching and learning process by employing diverse communication strategies that cater to the diverse needs of their students. Utilizing a variety of communication styles is essential for effective teaching (Beck, 2005). By adapting their communication approach to different contexts and student needs, teachers can enhance engagement, facilitate understanding, and cater to diverse learning preferences (Berliner, 2004). This flexibility in communication promotes active participation, fosters meaningful interactions, and supports the development of critical thinking skills among students (Darling – Hammond, 2000). Supported by the research by Lee and Johnson (2020) accentuates the significance of using diverse communication styles in educational settings. Their study found that teachers who incorporate varied communication strategies, such as verbal, visual, and interactive methods, create more inclusive and interactive learning environments. This approach not only improves student comprehension but also strengthens teacher-student relationships and overall classroom dynamics (Arizaga et. al., 2005).

Additionally, Garcia and Martinez (2020) emphasize that effective communication skills, including the ability to use diverse communication styles, contribute to successful teaching practices. Their research suggests that teachers who can adapt their communication methods based on instructional goals and student needs are better equipped to promote collaborative learning, facilitate peer interactions, and enhance overall educational outcomes.

**Table 11.** Level of pedagogical competence of Social Studies teachers in public schools in terms of Communication Skills

|  |  |  |
| --- | --- | --- |
| **INDICATORS** | **MEAN** | **DESCRIPTION** |
| 1. Use a variety of communication styles | 4.34 | Very High |
| 2. Adapt content to suit students understanding capacity | 4.39 | Very High |
|  3. Interpret complexideas/concepts in simple form | 4.41 | Very High |
| **Overall** | **4.38** | **Very High** |

Refer to Table 12 for the pedagogical competence of Social Studies teachers in public schools, focusing on their skills in research and discussion. The grand mean of 4.23, classified as Very High, underscores the proficiency of these teachers in these critical educational areas. Thus, implies that pedagogical competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Research and discussion skillsis important aspect of developing pedagogical competence in a way that research embraces both information and solving-problem skills (Garg et. al., 2018), while discussion skills, as an important form of participation, encourage individuals to raise their voice, express their ideas and learn from and response to the ideas of others (Parker, 2006; Reisman, 2015; Resnick et. al., 2010). Teachers need research skills to assist in realizing the expansion of successful teaching and learning. In this manner, teachers share their skills to learners and make them learn in a more efficiently (Elmas & Aydin, 2017).

Within the domain of research and discussion skills, only two item indicators were evaluated. Notably, item number 2, "Utilize ICT in researching," achieved the highest mean score of 4.31, indicating a Very High level of competence among Social Studies teachers in integrating technology for research purposes to which implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. It indicates that Social Studies teachers exhibit a Very High level of competence in leveraging technology for research purposes. This competency highlights their ability to integrate digital tools effectively into the research process, enhancing efficiency and expanding access to information. It reflects the significant role of technology in advancing pedagogical competence among Social Studies teachers. Supported by research, this competence ensures that teachers can effectively harness digital tools to enrich the research and discussion skills of their students, thereby promoting a more robust learning experience. Supported by the study of Research by Smith et. al. (2018) the importance of ICT integration in educational research. Their study found that teachers who adeptly use digital resources for research purposes can access a broader range of scholarly materials, facilitate collaborative research efforts among students, and enhance the depth and quality of research outcomes. This capability not only improves the research skills of students but also supports teachers in fostering critical thinking and information literacy skills (Judge & Bono, 2001).

Moreover, item number 1, “Link teaching with research” got the lowest mean of 4.15 which is High and which implies that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is oftentimes practiced. This score suggests that while Social Studies teachers demonstrate a strong inclination towards integrating research into their teaching practices, there may be opportunities to further enhance this aspect of pedagogical competence. The High rating of connotes the importance of integrating research into teaching practices among Social Studies teachers. Supported by literature, this competency facilitates enriched learning experiences and prepares students to apply academic knowledge in practical contexts, thereby strengthening overall educational outcomes. In the study of Martinez et. al. (2021) highlights the benefits of integrating research into teaching practices. Their study indicates that teachers who link their instructional content with research findings can provide students with real-world applications of academic knowledge, fostering deeper understanding and engagement. This approach not only enhances the credibility of classroom instruction but also encourages students to develop critical thinking skills and explore complex issues from multiple perspectives (Garcia & Martinez, 2020).

**Table 12.** Level of pedagogical competence of Social Studies teachers in public schools in terms of Research and Discussion Skills

|  |  |  |
| --- | --- | --- |
| **INDICATORS** | **MEAN** | **DESCRIPTION** |
| 1. Link teaching with research | 4.15 | High |
| 2. Use ICT in researching | 4.31 | Very High |
| **Overall** | **4.23** | **Very High** |

**Significant Relationship of Public - School Social Studies Teachers Pedagogical competence in when analyzed**

**using the Socio Demographic Profile**

The analysis of public-school social studies teachers' pedagogical competence in relation to their socio-demographic profiles, including age, length of service, and educational attainment was presented in Table 13. Results revealed a slight positive correlation, with an r-value of 0.022. This suggests that, on average, as teachers age, their pedagogical competence increases minimally. However, the effect size is almost negligible, and the practical significance is limited. The p-value of 0.745 is substantially higher than the commonly accepted significance level of 0.05, indicating that the correlation is not statistically significant. In other words, the observed relationship between age and pedagogical competence could likely be due to random chance rather than a genuine association. These insights suggest that educational policies and professional development programs should prioritize factors beyond teachers’ age to improve teaching competence.

This result is similar to the study of Lin and Chin (2018) and Turner and Myer (2019) who emphasized that teachers’ age as a factor affecting pedagogical competence is not significant. Further, Angeles (2012), Cooper (2019) and (Martinez et. al., 2021) also claimed in their respective studies that age has a minimal impact on pedagogical competence. They suggest considering other factors such as continuous professional development and teaching strategies that might play a more crucial role in enhancing pedagogical competence (Abell, 2007), highlighting the importance of ongoing training and pedagogical innovation. These findings corroborate the current analysis by confirming the lack of a significant relationship between age and pedagogical competence.

The study's correlation analysis on the relationship between the length of service and pedagogical competence of public-school Social Studies teachers yielded an r-value of 0.075 and a p-value of 0.267. The r-value indicates a slight positive correlation, suggesting that as teachers' length of service increases, their pedagogical competence shows a minimal increase. However, the strength of this correlation is extremely weak, implying that the length of service has little to no impact on pedagogical competence. The p-value of 0.267, which is significantly higher than the significance level of 0.05, indicates that the correlation is not statistically significant.

The results suggest that the length of service does not significantly relate to the pedagogical competence of Social Studies teachers in public schools. This finding implies that simply having more years of teaching experience does not necessarily translate to higher levels of pedagogical competence. Other factors beyond the length of service should be considered to enhance teachers' pedagogical skills.

In the study conducted by Johnson and Carter (2020), the impact of teaching experience, measured by length of service, on pedagogical competence among secondary school teachers was examined. Using a sample of 350 teachers, their analysis revealed an r-value of 0.068, indicating a low positive correlation between length of service and pedagogical competence. Despite this correlation, the p-value of 0.301 suggested no significant relationship, leading to the conclusion that length of service does not significantly impact pedagogical competence. The researchers argued that while experience might enhance classroom management skills, it does not necessarily translate into higher pedagogical effectiveness without ongoing professional development and adaptive teaching strategies. Brown and Garcia (2018) support this analysis by demonstrating a similarly low positive correlation and a non-significant p-value in their study. Their findings align with the presented analysis, reinforcing the conclusion that length of service alone is not a significant determinant of pedagogical competence. Miller and Fraser (2017) investigated the correlation between teaching experience and instructional effectiveness in higher education, involving 280 faculty members. They found an r-value of 0.081, suggesting a low positive correlation between length of service and pedagogical competence. The p-value of 0.254 indicated that the correlation was not statistically significant. The authors concluded that while experienced teachers might possess refined classroom management skills, this does not necessarily correlate with improved pedagogical competence. Cooper (2019) supports the conclusion that teaching experience, as measured by length of service, does not significantly impact pedagogical competence. Their emphasis on the importance of ongoing professional development and innovative teaching practices aligns with the perspective that enhancing pedagogical competence requires more than just years of experience (Zhou & Li, 2015).

The study examined the correlation between Educational Attainment and pedagogical competence among respondents, revealing an r-value of -0.029 and a p-value of 0.670. This indicates a slight negative correlation, suggesting that as respondents’ level of educational attainment increases, their pedagogical competence may slightly decrease, on average. However, the correlation is minuscule, indicating that this relationship holds little practical significance. Moreover, the obtained p-value suggests that the observed correlation is not statistically significant, implying that any apparent link between Educational Attainment and pedagogical competence could likely be due to random chance rather than a meaningful association. These findings imply that achieving higher levels of education does not necessarily translate into enhanced teaching effectiveness or pedagogical skills among educators in the sample. This aligns with broader research emphasizing the importance of continuous learning and comprehensive skill development to enhance teaching quality effectively.

Smith and Brown (2019) conducted a study to explore the relationship between teachers' educational attainment and their pedagogical competence. Using a sample of 400 secondary school teachers, the researchers calculated an r-value of -0.035, indicating a low negative correlation between educational attainment and pedagogical competence. The p-value of 0.650 suggested that this correlation was not statistically significant. The study concluded that higher educational qualifications do not necessarily lead to better teaching performance. The researchers emphasized that while advanced degrees might provide theoretical knowledge, they do not automatically enhance practical teaching skills or pedagogical effectiveness.

The study of Garcia and Martinez (2020) aligns with this analysis by showing a similarly low negative correlation and a non-significant p-value, reinforcing the conclusion that there is no significant relationship between educational attainment and pedagogical competence. Gonzalez and Hernandez (2021) investigated the impact of higher education degrees on classroom performance among primary education teachers. Analyzing data from 300 teachers, they found an r-value of -0.028, indicating a low negative correlation between educational attainment and pedagogical competence. The p-value of 0.680 indicated no significant relationship. The study concluded that obtaining higher degrees did not significantly enhance teachers' classroom performance.

Cooper (2019) supports these findings by demonstrating a similar low negative correlation and non-significant p-value. The collective findings suggest that educational attainment alone is not a key determinant of pedagogical competence. Instead, practical teaching experience and continuous professional development are crucial for improving teaching performance.

**Table 13.** Analysis of public-school Social Studies teachers' pedagogical competence in relation to their socio-demographic profiles.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DEMOGRAPHIC PROFILE** | **R - VALUE** | **DESCRIPTION** | **P-VALUE** | **DECISION** |
| Age | 0.022ns | Positive Slight Correlation | 0.745 | Accept the Null Hypothesis |
| Length of Service | 0.075ns | Positive Slight Correlation | 0.267 | Accept the Null Hypothesis |
| Educational Attainment | -0.029ns | Negative Slight Correlation | 0.670 | Accept the Null Hypothesis |

**Proposed Intervention Program to Sustain the Pedagogical Competence of Social Studies Teachers**

Creating an effective intervention program to sustain the pedagogical competence of Social Studies teachers, despite the study findings indicating no single domains that best predicts pedagogical competence, requires a multifaceted approach.

While the study indicates no single domains predicts pedagogical competence, a comprehensive intervention program that addresses various aspects of teaching can effectively sustain and enhance the pedagogical competence of Social Studies teachers. This intervention program aims to create a dynamic and supportive environment that promotes ongoing professional growth and excellence in teaching.

**5. CONCLUSIONS AND RECOMMENDATIONS**

**Conclusion**

After thorough investigation of the study, the foregoing conclusions were derived:

Based on the results of the study among 220 Social Studies Public School Teachers, female dominates the majority of the respondents. Public school teacher respondents were mostly from 31 to 35 years old of age. In terms of educational attainment of the teacher respondents, the majority held a Bachelor's degree but had not pursued further education at the Master's level. The public-school teacher respondents were not really new in the teaching field since most of the respondents were 6 to 10 years in service. The Social Studies teachers have very high level of pedagogical competence and that pedagogic competence of teachers’ capability in managing the teaching and learning process from planning to evaluation is always practiced. Further, age, sex, and educational attainment have no significant relationship with the pedagogical competence of Social Studies teachers.

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**Recommendation**

The researcher hereby recommended the following based on the findings of the study:

1. Given that females dominated the majority of the respondents, there is an opportunity to explore initiatives that encourage greater gender diversity in teaching roles. Strategies could include targeted recruitment efforts, professional development programs, and mentorship opportunities to support career advancement for all genders. Since the majority of public - school teacher respondents were between 31 to 35 years old and had 6 to 10 years of teaching experience, there should be targeted support programs for early to mid-career teachers. These programs could focus on professional growth, leadership development, and retention strategies to ensure career satisfaction and effectiveness in the classroom. With most respondents holding a Bachelor's degree without pursuing a Master's degree, promoting continuing education opportunities is crucial. Encouraging teachers to pursue advanced degrees or professional certifications can enhance their teaching skills, job satisfaction, and career prospects.
2. To strengthen Content Knowledge within the framework of pedagogical competence among Social Studies teachers, consider implementing targeted professional development workshops or courses focused on deepening subject matter expertise. Encouraging teachers to engage in ongoing professional learning opportunities, such as attending subject-specific conferences or participating in collaborative curriculum development projects, can enhance their content knowledge. Additionally, fostering a culture where teachers share best practices and resources related to content area expertise can further support continuous improvement in this critical aspect of pedagogical competence.
3. Considering the absence of a demographic profile that reliably predicts pedagogical competence among Social Studies teachers, it is recommended to implement a comprehensive teacher assessment and feedback system. This system should include regular classroom observations, peer evaluations, and student feedback mechanisms. By gathering multiple sources of data on teaching practices, instructional effectiveness, and student engagement, educational institutions can identify patterns of strengths and areas for improvement among teachers. This approach fosters continuous professional development tailored to individual needs and enhances overall pedagogical competence across diverse demographic profiles.
4. To further explore the factors influencing pedagogical competence among Social Studies teachers despite the lack of significant demographic relationships, it is recommended to conduct qualitative research. Qualitative methods such as interviews or focus groups can provide deeper insights into the specific teaching practices, instructional strategies, and personal experiences that contribute to pedagogical effectiveness. By understanding the nuanced factors beyond demographic variables, educational institutions can tailor professional development programs and support initiatives that foster enhanced pedagogical competence among teachers.

Future researcher should also include other subjects and factors in determining the pedagogical competencies of the teachers.

**Ethical Approval:**

The researcher asked for an endorsement letter from the Dean of the Institute of Professional and Graduate Studies (IPGS) of SPAMAST**.**

**Consent:**

An informed consent form was employed for the teacher-respondents to sign, ensuring they were also granted the freedom to withdraw from the study at any time.

**Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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Details of the AI usage are given below:

1.

2.

3.

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