



INSTRUCTIONAL COMPETENCE OF SOCIAL STUDIES TEACHERS: BASIS FOR A PROPOSED MANAGEMENT PLAN

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ABSTRACT

This study sought to determine the instructional competence of Social Studies teachers in the public secondary schools of Bautista as a basis for a proposed management plan during the school year 2021-2022.

In consonance with the primary objective, the study sought to answer the following specific questions: (1) What is the profile of Social Studies teachers in terms of the following variables: educational attainment; teaching experience; and monthly income. (2) What is the instructional competence of the Social Studies teachers as evaluated by themselves? (3) What is the instructional competence of the Social Studies teachers as evaluated by their school heads themselves? (4) Is there a significant relationship between the profile of Social Studies teachers and their instructional competence level? (5) Is there a significant difference between the evaluation of the school heads and of the Social Studies teachers on the instructional competence? (6) What management plan can be proposed to enhance the instructional competence of the teachers in Social Studies?

In relation to the foregoing sub-problems, the following research hypotheses were tested at .05 level of significance in its null form to wit: (1) There is no significant relationship between the profile of the Social Studies teachers and their instructional competence. (2) There is no significant difference between the evaluation of the school heads and the Social Studies teachers on their instructional competence?

The coverage of this study was the evaluation of the level of instructional competency of the teachers in Social Studies. It includes the 31 teachers teaching Social Studies and 26 school heads of Bautista, Division of Pangasinan II for the school year 2021-2022.

An output of the study was the proposed management plan for teachers teaching Social Studies in order to improve and strengthen their instructional competency level for the benefit of the students.

This study used the descriptive-normative method of research. The method is chosen because the technique is expected to illicit information that is objective in nature in order to realistically answer the research sub-problems. This method was appropriate because it reveals the actual condition of the respondents concerning their instructional competency level.

The researcher used a questionnaire-checklist as the main data-gathering instrument. After which an unstructured interview was conducted to countercheck responses in the questionnaire, which the respondents found difficult to understand.

The data that was gathered from this study was tabulated, analyzed and interpreted using frequency count, percentage, weighted mean, and analysis of variance. To get the relationship between the profile and the evaluated competency level of teachers – the contingency coefficient was used.

KEYWORD: *Teaching, Social Studies, Instruction, Teaching Strategies, Competence of Teachers*

Chapter 1

THE PROBLEM

Rationale

Quality education is the most critical resource in the development of the global Filipino. Some findings of recent studies however, provide cause for alarm. According to David (2020), the educational system is socially regressive and tends to perpetuate the poverty cycle. The poor, particularly those from the rural areas, have the least access to basic education. Public schools even cost more for low-income households than private education for the rich.

By this time, the teachers are all aware of the results of the previous National Achievement Test (NAT) in which students



learned less one-third of the competencies and skills in Social Studies. Along this line, it is imperative to look into the instructional competence of the teacher in imparting knowledge, and skills to the pupils. According to Gabriel (2020) instruction is “the management or direction of teaching activities in the classroom such as instructional objectives, instructional materials, instructional evaluation, instructional technology and instructional strategies”.

In the above context teaching is the behavior of the teacher that evolves during the instructional process while instruction is the specific methods and activities by which the teacher influences learning. According to Preppy (2020) the more attention the students pay to a lesson, the more likely they could learn from it. As a teacher therefore, how do students pay attention and concentrate on the subject matter? Countless activities are possible, but here the researcher considers the instructional competence of the teacher as the most important factor in teaching.

Instructional management includes operation and control of activities inside the classroom. Unless classroom procedures are spelled out carefully, much time and energy will be wasted such details as instructional objectives, strategies, use of instructional material, classroom courtesies, and discipline require foresight and planning. Learning becomes interesting and enjoyable under favorable working conditions; well-planned teaching affect the performance as well as the learning of students. The teacher can teach effectively only when conditions around him are favorable. A well-organized teaching induces good thoughts and inspires both teacher and students to do their best. The management of a classroom includes control of its instructional objectives, instructional materials, instructional evaluation, instructional technology and instructional strategies.

The aims, goals and objectives are terms that can be defined in many ways. The term objectives are descriptions what are to eventually take place at the classroom level. They specify content and sometimes the proficiency level to be attained. Objectives are stated in behavioral terms. They stated specific skills, tasks, content, and attitudes to be taught and learned, and give teachers and students a standard by which to judge if they are achieving the objectives. According to Tara (2020) “the chief function of [...] objectives is to guide the making of [...] decisions on what to cover, what to emphasize, and what content to select, and what learning experience to stress.” Because the possibilities of content, learning, and teaching are endless, teachers face the problem of selection: What content is most important? What learning activities are most appropriate? What unit plan is most effective? Objectives supply criteria for these decisions. No matter what its nature, the statement of objectives in terms of desired outcomes sets the scope and limits for what is to be taught and learned.

Instructional objectives help the teachers focus on what students should know at the end of a lesson, and also help students know what is expected of them. They also help the teacher plan and organize instruction by identifying what is to be taught and when it is to be taught. Instructional objectives are stated in observable and measurable terms (outcomes, proficiencies, or competencies). The specificity enables the teacher to determine whether what was intended was achieved, and to what extent. When the teacher moves from one goal to instructional objectives, the role and responsibility of the teacher become evident.

The real-life experiences provide the most direct type of learning, but they are difficult to supply in the traditional classroom. Most experiences in the classroom occur through verbal symbolism-written or spoken words. These classroom experiences may easier for teachers to supply, but they may be more difficulty for many students to understand. Verbal symbolism depends on the ability to conceptualize and think in the abstract, while the impact of firsthand experience is immediate and concrete. Various multisensory instructional materials can substitute for firsthand experiences and enhance understanding, so they are an integral part of the learning activity. Regardless of the type of instructional materials to be used, a teacher must consider it in the light of the purpose of the learning activity.

The instructional materials must be suited to that objective purpose- whether it be subject matter mastery, skills improvement, or valuing. Although materials and media can stimulate and maintain students’ interest, they are not meant merely to entertain the students. Unless pupils are properly guided, they become distracted by the attention-getting aspects of the instructional materials and lose sight of their educational significance. The experienced teacher will be able to use a variety of materials in a multimedia approach in any subject to vary the learning experiences. All students have different interests and abilities that determine what they attend to and learn. But what they learn also depends on the ability of the teachers to capture their attention and spark their interest through the use of appropriate instructional materials. According to Gregorio (2020) “classroom activities are relatively confined to the more mechanical aspects of teaching activity and this can be realized through used of instructional materials.”

Instructional technology is conceived as instructional when, through specialized materials and equipment, it supplements the conventional process of instruction. The special materials and equipment make it possible for learners to experience stimuli that might otherwise be impossible or impractical to bring to the classroom or school. Place, objects, and events can be seen and heard in the classroom. Effective use does require some basic guidelines. Turning on a movie projector or computer is not a quite as simple as opening of book, but important steps in their use are not unlike the steps recommended for all other instructional materials.

Instructional evaluation is a process in which there is a value on or assign worth to something. The essential characteristic of evaluation is judgment. Evaluation is a two-step process. The first step is measurement, in which the data are obtained by the use of one or a series of tests. Once the measurement has been made, judgments are made about the adequacy of the performance, usually in



the context of instructional objectives. Problems in the test content, sampling, and procedures can result in errors in measurement, and all evaluation are subject to error, since human judgment is involved. But how competent the teacher in doing such evaluation?

The teacher in the classroom is a veritable manager (Lardizabal, 2020). He is at the helm of all activities, and these activities will succeed depending on how well he can steer and guide them properly. One of the most difficult problems that confront a teacher is her instructional competency.

According to Perez (2020) a well-managed instruction give the student rich opportunities for mental growth and development. Therefore, organized classroom instruction procedures, favorable working conditions are conducive to good learning and make schoolwork enjoyable and interesting.

The teacher in the real sense of the word is the custodian of the learning opportunities of the student. Progressive education is concerned with providing every student with the facilities that encourage learning and opens the avenue for it. The school is looked upon as the agency of society to provide these opportunities. Anything the teacher may do to inhibit these opportunities violates his trust. A well-managed classroom also makes the student appreciate the value of time upon which his future success depends. These effective teaching and learning are possible only in a well-managed classroom.

Remember that teachers touch the future of the students! In order to teach, it is important to manage the learning activities of the students. No matter how much potential does a teacher, if she cannot control the pupils in the classroom instruction, little learning will take place. Classroom instruction is an integral part of teaching and techniques of managing students both can and must be acquired by the teacher. Poor classroom instruction is widely considered the major education problem among the secondary teachers (Naungayan, 2020). The problems among the secondary school are following: (1) many students lack inner control and unwilling to defer to teacher authority, (2) many teachers lack systematic methods in teaching, does not have the enough skills to impart knowledge (3) many school administrators do not provide adequate support for teachers, (4) parents' failure to discipline youth in the home.

Classroom instruction is the result of a combination of a large number of factors and influences. These factors come from within the teacher and learners from the nature of the subject matter, strategies, instructional materials, instructional evaluation and technology from the influences of the culture of the learning context on learning and teaching including their role students.

In this sense, classroom instruction is indeed, a tough activity. This alone should prompt teachers to continually work on their skills in classroom instruction. This particular aspect invites the teacher first to carry out an assessment of his belief. A teacher can be a facilitator, a parent, a judge, a model, a resource, a friend, and many more. The role, whatever is assumed iritably possesses tasks, duties, and modes of relationship (Cioco, 2020).

The instructional activities expect to specify rules of behavior and consequences for disobeying them and to communicate these rules and consequences clearly. The classroom is managed in such a way that students are not allowed to forget who is in charge of the classroom.

The instructional competence of the teacher influences the learning conditions and internalization of the skills by the students. Therefore, it is imperative to underscore how competent the teachers in imparting the right skills towards the students.

Theoretical Framework of the Study

The present study is supported by the following theories: The theory, which states “applying the right principles in classroom management help the teacher add new and concrete dimension to classroom teaching (Mukalel, 2020). The teacher dependence on the materials in the textbook can easily lead to stereotyped mode of teaching. But if the teacher used modern technique and strategies in the classroom it helps him to add new dimension of his teaching.

Another theory which states that “teacher provide the learner with materials and activities that are satisfying and meaningful to facilitate their acquisition of skills, abilities and attitudes that are applicable across school subject areas and are relevant to their development “(Solomon, 2020).

Furthermore, the theory that says, “an instructional material and technology is an instructional aids function as the primary tool for classroom interactions “(Taba, 2020). The teacher who aims at creative classroom interaction cannot afford to neglect the use of instructional aids as a means to creating interaction, both peer interaction and student teacher interaction.

Lastly, the theory that “verbal learning about any concepts must culminate in actual word to be effective” (Sanchez, 2020). With the use of the module the students enhance their critical thinking.

The selection of teaching instruction is influenced mainly by the diversity in over-all concepts of education and appreciation of the value and potential of individual methods. To be able to cope with the current fast turnover of knowledge, the learners need teaching and learning approaches where they are taught “how” to learn rather than “what” to learn (Lardizabal, 2020).

Under this situation the learner learned the best by doing, analyzing and reflecting on what happened instead of memorizing and repeating facts. It is important that they are trained how to think independently and think in an inquiring manner. This can be attained by giving the learner the maximum opportunity in doing something and analyzing and reflecting on what they have learned and how they learned it through module. Knowledge is best “wrung out” of the student rather than “poured into” him. In other words,



“doing is better learning than by telling”. It is only in actual doing that a learner can fully grasp the meaning of the learning experience, like doing in their own thinking, analyzing, organizing, concluding and making their own decision.

The teaching of Social Studies is the essence of the study because it is a systematic investigation of a problem or an issue. It implies a process, a series of investigative actions occurring in some order, undertaken to discover an answer to a recognized problem, which is supported by evidences. In Social Studies will lead the learner to discover by him based on the result of these investigations to evolve an answer that is actually not lifted from a book but rather, the answer based on research. This means that in his search for the answer to the problem, the students use several sources of relevant information, analyzes these, organizes the information, concludes and decides on the best alternative solution.

The learners do not belong to the same mold, so teaching method cannot be standardized. There should be as many teaching strategies as there are individual differences among children/learner. There is no single best method, but there are many good methods. According to Meeks (2000) a teaching strategy is good if (1) it makes use of the principle of learning and permits the operation of those principles such as those of readiness, exercise and effect; (2) it utilizes the principles of self-activity or learning by doing and provides for direct experiencing. Activities give learners opportunities for doing and reactions; (3) it provides for individual differences. It is flexible enough to serve the needs of the bright, the average and the slow learners. It has provisions for meeting different needs, interests, aptitudes and emotional maturity; (4) it stimulates thinking and reasoning. It should not merely encourage memorization of responses to factual questions. It should provide for the development of decision-making skills and problem-solving skills; and (5) it provides for growth and development. Student should grow in knowledge and ideas, in habits, skills and abilities and in desirable attitudes and values.

Conceptual Framework of the Study

In the above theories gathered and presented in the theoretical framework of the study by the researcher he was able to present the study through a paradigm or model following the independent and dependent variables.

The independent variables or the input of the study are: the educational attainment, the teaching experience, and the monthly income of the respondents. An arrow pointing to the dependent variables of the study shows a relationship the instructional competence level of teachers in teaching Social Studies.

From the above viewpoint, it can be said that educational attainment, teaching experience and the monthly income affects the classroom instruction of the teachers. As pointed out by Perez (2020) the management of a certain person is directly influence by his educational attainment, monthly income, and his teaching experience as teacher.

The dependent variables of the study as shown in the paradigm are the instructional competence level of the secondary Social Studies teachers.

In the final analysis of the data collected as exhibited by the relationship of the variables – a proposed management plan to enhance the instructional competence level of secondary teachers in Social Studies.

Paradigm of the Study

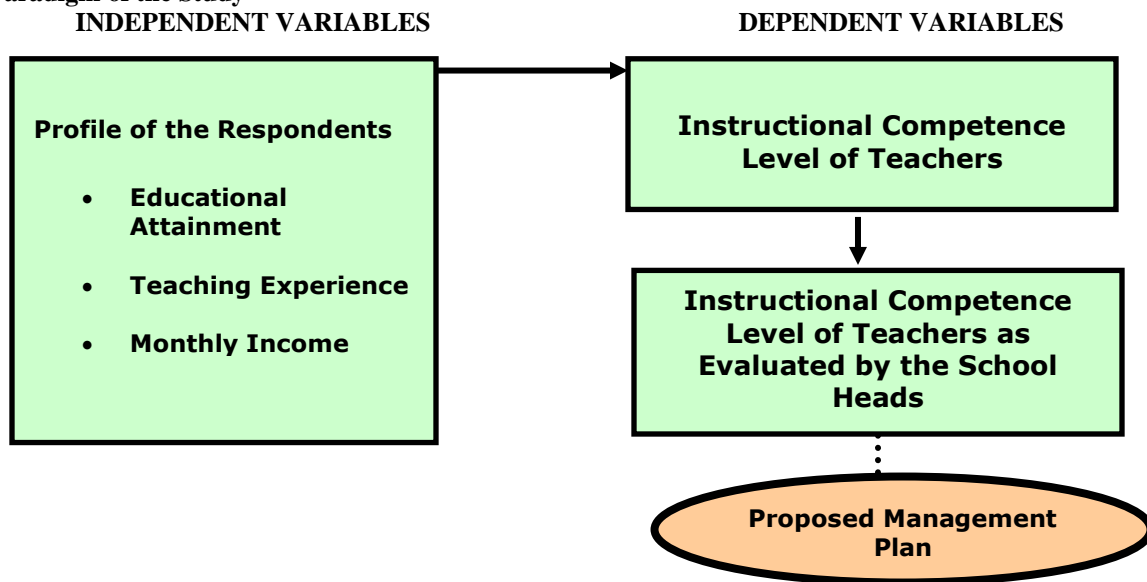


Figure 1. Conceptual Paradigm of the Study



Statement of the Problem

This study sought to determine the instructional competence of secondary Social Studies teachers in the public secondary schools Bautista, Pangasinan II as basis for a proposed management plan during the school year 2021-2022.

In consonance with the primary objective, the study sought to answer the following specific questions:

1. What is the profile of Social Studies teachers in terms of the following variables?
 - a. educational attainment;
 - b. teaching experience; and
 - c. monthly income?
2. What is the instructional competence of the Social Studies teachers as evaluated by themselves?
3. What is the instructional competence of the Social Studies teachers as evaluated by their school heads?
4. Is there a significant relationship between the profile of Social Studies teachers and their instructional competence?
5. Is there a significant difference between the evaluation of the school heads and of the Social Studies teachers on their instructional competence?
6. What management plan can be proposed to enhance the instructional competence of the Social Studies teachers?

Research Hypotheses

In relation to the foregoing sub-problems, the following research hypotheses were tested at .05 level of significant in its null form to wit:

1. There is no significant relationship between the profile of the Social Studies teachers and their instructional competence?
2. There is no significant difference between the evaluation of the school heads and the Social Studies teachers on their instructional competence?

Scope and Delimitation of the Study

The coverage of this study was the evaluation of the level of instructional competence of the Social Studies teachers. It includes the 31 teachers teaching Social Studies in the schools.

The study focused on the relationship between the educational attainment, section assignment, teaching experience and the monthly income to the instructional competence of the teachers teaching Social Studies. The significant difference was taken into in this research between the evaluation of the teachers and school heads on the instructional competence of the teachers.

An output of the study was the proposed management plan for teachers teaching Social Studies in order to improve and strengthen their instructional competence level for the benefit of the students.

Importance of the Study

The results of this study will be beneficial to the school administrators, to the teachers, to the pupils, to the school officials and to the researcher himself.

To the school administrators, the findings of this study will provide them actual picture on the instructional competence of teachers in the performance of their duties. Such information will enable them plan school programs where they can maximize the potentialities of their teachers and also it will provide them the avenues where to improve them.

The teachers themselves will gain insights on how to assess their competence with regards to their classroom instruction. From these findings, they will know what good points they need to maintain and those that they will improve in order to become more effective teachers.

The higher school officials will gain factual information on whether or not the teachers are competent in their present position as their instructional competence. From these data, they can plan and program activities that will further enhance the teacher scheme.

The other researcher will also get information on how well the teachers perform their duties and functions as to whether or not they are competent in performing such roles.

The teachers can make the students who are the primary beneficiaries of this research for whatever improvement in teaching that, they will be most benefited.

The researcher who is a teacher of Social Studies himself will also be benefited by this research work for he can also assess her own performance and compare these to the other teachers. Any shortcomings in his classroom instruction can be improved after learning them.



Definition of Terms

This section of the research includes important or key terms that should be substantially and clearly defined according to how they are used in the study in order to facilitate understanding of the problem and avoid ambiguous meaning to terms which can be otherwise interpreted in different ways.

Instruction. In this study, it pertains to the teaching activities or classroom management of the teacher inside the classroom such areas as: instructional objectives, instructional materials, instructional evaluation, instructional technology, and instructional strategies.

Instructional Objectives. In this study, it pertains to the learning skills or the competencies of the teacher in the teaching of his subject matter. Specifically, the learning objectives in Social Studies.

Instructional Materials. It refers to the visual aids, teaching materials that can stimulate and facilitate the learning activities of the teacher.

Instructional Evaluation. This pertains to the evaluative tools use by the teacher in measuring the learning outcomes of his teaching process.

Instructional Technology. This pertains to the modern technology equipment and materials use by teachers in teaching.

Instructional Strategies. It refers to the methods, the use of devices and principles in teaching to effect a proper development of the individual pupils.

Management Plan. It refers to the action plan or instructional plan or a work plan of teachers in teaching Social Studies.

Instructional Competence. In this study, it pertains to the ability of the teacher in doing all the expected activities in the teaching of Social Studies or the ability of the teachers in imparting the skills towards the students.

Chapter 2

REVIEW OF LITERATURE AND STUDIES

This part of the research presents the exhausted materials reviewed for finding existing facts and knowledge about the subject under investigation.

Related Literature

Creekers (2020) explained the four mistaken goals of acceptance activities in classroom management style to wit: (1) Attention getting-when students are not getting the recognition they desire, they often resort to attention getting misbehavior. They want other students or the teacher to pay attention to them. They may act as the “class clown”, ask special favors, continually seek help with assignments, or refuse to work unless the teacher honors over them. They function as long as they obtain their peers’ or teachers’ attention. (2) Power seeking-students may also express their desire for recognition by defying adults to achieve what they perceive as power. Their defiance is expressed in arguing, contradicting, teasing, temper tantrums, and low-level hostile behavior. If the students get the teacher to argue or fight with them, they win, because they succeed in getting the teacher involved in a power struggle. (3) Revenge seeking-pupils who fail to gain recognition through power seek revenge. Their mistaken goal is to hurt others to make up for being hurt or feeling rejected and unloved. Students, who seek revenge, do not care about being punished. They are cruel, hostile, or violent toward others. Simple logic does not always work with them. Being punished gives, they renewed cause for action. The more trouble they cause for themselves, the more justified they feel. (4) Withdrawal – if students feel helpless and rejected, the goals of their behavior may become withdrawal from the social situation, rather than confrontation. They guard whatever little self-esteem they have by removing themselves from situations that test their abilities. Such withdrawal displays their feelings of inadequacy. If not helped, they eventually become isolated.

Candelas (2020) explain that an assertive approach includes the following features:

1. Such classroom teachers specify for students the rules for classroom conduct. During the course of the year, new rules may be decided upon and occasionally an old rule may be deleted. An up-to-date list of rules is always displayed in the classroom.

2. The first time the student violates a rule during a particular class session, the teacher write the student’s name on a designated area of a white board. The number of the rule that was violated is put next to name. The teacher does not say anything about the transgression but only writes the name and numeral on the board and continues with the planned activity.

3. The second time in the class period that the same student violates a rule (not necessarily the same rule), the number of that rule is added to the name appearing on the board. Again, the teacher makes no other response to the off-task behavior.

4. After the third violation of the rules in the same class period, the student must leave the class and report to a detention room. Again, the teacher does not take class time to talk to the student about the matter. The teacher only indicates that a third violation has occurred, and the student is already aware of the consequences.

5. There are no penalties or requirements for the students who have no more than one violation during any one-class period.

6. Students with two violations are required to meet with the teacher after school to discuss the violation and may out a plan for preventing recurrences.



7. The parent of the students with three violations must appear at school to discuss the violations and make plans for preventing recurrences with student, the teacher, and another school official. The student may not return to the class where the violations occurred until a plan has been worked out with the parents.

In many classrooms, students are powerless with respect to decisions about the classroom rules, curriculum, learning activities and materials, and assessment. In many other classrooms, students are able to participate in important classroom decision about routines, projects, evaluating the class, and planning curriculum.

Rinne (2020) stressed that assertive and acceptance activities as a strategies to classroom management – with a goal of maintaining order in the classroom – is based on the two principles that are familiar to the most teachers today to wit: (1) the teacher should have the complete attention of all students before instruction begins; and (2) when students misbehave or are inattentive during instruction, the teacher should immediately stop the lesson, restore order, and then resume teaching.

Principle number one implies that the lesson content itself can not compel and sustain student attention, that external forces must be employed to enforce the attention of students to subject matter. This action is at odds with the efforts of today’s educators to make lessons more intrinsically motivating and more involving for learners.

Once instruction begins, principle number two exhorts the teachers to “rip every problem in the bud before it gets out of hand”. It encourages order-oriented teachers to interrupt instructions at any moment. The focus of assertive and acceptance activities is to avoid distracting any student’s attention unnecessarily from lesson content, use content-focused techniques whenever possible. With the focus of this principle, teacher strive to attract student attention immediately to the lesson content and then prevent the student’s minds from straying away content even for a single instant. A substantial body of research supports this action.

Doyle (2020) reported that effective teachers were less likely to make management errors such as switching abruptly back and forth between instruction and behavior management [...] and calling attention to themselves for no apparent reason. Report that effective classroom managers “focus more on instruction than on “control””.

In summarizing empirical studies of successful classroom management activities, states the focus principle this way [...] “successful managers tended to fill communication channels with the information about curriculum contest and assignments rather than misbehavior”.

Wittrock (2020) explained that excellent classroom management strives to influence three domains of students’ behavior: (1) student attention, (2) student motivation, (3) and student self-control.

Student self-control means that your students are self-reliant and responsible not because they are caused by outside focus, but because they feel impelled from within themselves. They demonstrate responsibility by fulfilling their obligations to other people/classmates, as well as to themselves, without being asked or prompted. When your pupils become both self-reliant and responsible, they are self –controlled.

Cayabyab (2020) suggested some tips on classroom management such as (1) Circulate through-out the room staying in one place means a “blind spot” on some behavior like playing with an item on the desk (yes, they can maintain eye contact with you and do this). If kids know you might catch them doing something else, they are less likely to get off task. (2) Be consistent with your expectations and follow through. Post class rules and refer to the when they broken. (3) Have a daily routine posted somewhere in the room on word cards or a sheet of paper. Go over this each meaning so they will be aware of special events or other changes. (4) Remind students of their manners if needed. (5) Card for each member of the class must be provided for class participation.

Lardizabal (2020) suggested some techniques in the use of acceptance and assertive activities in the classroom management such as; (1) a teacher should make every effort to show an appreciative attitude towards student answers. The pupils should be made to feel free to do their best. They should be allowed to make mistakes without fear of recrimination, but they should not be abetted in doing careless work. When the student does not answer correctly, the teacher can ask further questions to help the student discover for himself why his original question was wrong. (2) A teacher should never allow wrong answers to slip by. (3) The teacher should follow correct answers of students with encouraging remarks. (4) The teacher should insist upon clarity in every point expressed by the students. (5) Answering in correct should be discouraged. (6) A teacher should encourage students to answer in a loud and clear voice. (7) Students should be encouraged to answer in complete thought; and (8) a teacher should refrain from marking the students in his record book during the class recitation.

Related Studies

The study of **Marciano (2020)** revealed that in improving classroom management, formulating objectives in terms of behavioral changes desired. She further explained that, objectives describe the teacher’s intention in classroom activities. The objectives should be to identify the expected achievements and behavior changes that should take place in students. The teacher should not only direct her attention toward the mastery of the subject-matter but also toward the problem of student behavior classroom experiences of students should be looked into as a functional part of the entire school program. The promotion of sound mental health behavior should therefore, be a legitimate part of the teacher’s responsibility.

The study of **Castillo (2020)** showed that interesting activity is the keynote to proper classroom management and it is



undoubtedly the most important element in good teaching and learning. A student who is interested in his work has little or no time for illness and mischief. Activities based on the student's experiences and interests should be introduced. Students enjoy activities in which they can participate with a hope of successful achievement. An active class or pupil rarely has serious persistent problems of discipline. When students find nothing useful or interesting to do, problems of discipline are sure to appear.

The study of **Anastacio (2020)** on providing proper motivation as a classroom management showed that teaching should be adjusted to the mental maturity of the learners, and each learner should be brought into the discussion of the lesson. It was further revealed that to secure mental alertness the following incentives might be employed: (a) keeping every member of the class busy. Busy hands generally cause little trouble. It is believed that idleness breeds conduct difficulties, (b) holding every member of the class responsible for all the things taught in the classroom.

The study also revealed that teachers with pleasant personalities control their classes, not by physical force, but by the power of their personalities. A teacher's good personality may include his mastery of his subject; his confidence in his own ability; his faith, and confidence in the good intentions of his pupils; his cheerful; pleasant; sympathetic attitude: a courteous and friendly treatment of his students coupled with fairness of his judgment.

Morales (2020) investigated the students' participation in classroom management and it was revealed that one way of securing good classroom management is to build up a school spirit. The essential characteristics of a good school spirit are an attitude of goodwill and cooperation. Student participation in class management has been much advocated as the best means of securing a feeling of responsibility on the part of the students for the welfare of the whole group, as well as for the exercise of self-control. The development of an attitude goodwill and cooperation should be the goal of every classroom activity. To develop such an attitude, the teacher should turn the classroom into a workshop where the students have a good opportunity to work together under the world guidance of a teacher.

The study also revealed that the conference with the students will give the student a chance to explain his side of the case and will enable the teachers to understand the real nature of the offense, hence, establishing personal relations which should bring about mutual understanding. The open admission of one's guilt is in itself a wholesome corrective.

Salazar (2020) in her critical analysis of the routinely activities of students in the classroom revealed that a teacher who provides the proper routine avoids many disciplinary problems. When the proper procedure has been outlined, there's a little temptation to indulge in anything out of the way. Routine is frequently prescribed by means of rules. Rules should all be based on the fundamental rule that whatever is done in school a class as a whole. To develop certain habit that grow into routine in the lives of the school children is satisfying not only to the teacher, but to the students, as well.

Valdez (2020) propounded in her investigation on the relationship of good discipline to good teaching. The investigation revealed that many of the difficulties which teachers have with discipline are due to conflict between the psychological needs of students and unwise provisions or requirement in the classroom. Most prominent among these needs are the need for recognition and the need for activity that challenges that interest and ability of the student. It is therefore necessary that the discipline of both the home and the school should recognize the dignity of each individual and his right to seek recognizes the dignity of each individual and his right to seek recognition and direct his own activities.

Liberian (2020) conducted a study on the importance of the teacher as a leader in the school, and then it would be reasonable to assume that his influence would be evident among those whom he leads. The findings were that when the teachers' shares decision-making with his students, when he involves the students in organizing the classroom deal with its problems, the students responded with higher morale and greater performance. Under such leadership, teachers become more willing to engage in the process of bringing about fruitful change in the school. She further found out that when pupils gave their teachers a high score, they in turn received high scores from their students. When students were given little decision-making power, they themselves were reluctant to give decision-making power to their schoolmate.

Bustos and Espiritu (2020) explained that teacher who is charge with the management of classroom learning holds a particular theory of teaching based on his knowledge about the learner and the learning process. Such theory of teaching becomes the basic of his decisions on how to go about his various significant roles in the classroom, namely as classroom manager, as facilitator of students' learning and as evaluator of students' learning.

From these viewpoints, the complexity of the role of a teacher must not be confined within the four walls of the so called "learning or training room." Oftentimes, the teachers act as parents too. The students imitate the behavior and attitudes, which they display. The students look up to them as model as if there is no room for mistakes particularly in terms of morality. Hence, it is imperative for the teacher as representative of the adult society to embody desirable patterns of behavior and values. After all, one cannot teach what is right if the students could see that their teacher is doing the opposite.

Samtonis (2020) expounded on the concept that as manager of the classroom situation, the teacher is also responsible for setting up the physical environment most conducive to learning. Such condition is lighting, ventilation, and room appearance. She is also involved with establishment of effective procedures so that class activities proceed with efficiency and with the least expenditure



of time and energy on the part of both teacher and students. In addition to this, the teacher must be aware of the safety environment where their students are moving. This could be done by checking if there are no broken glass windows, no open current to be touched by a curious student, no open manhole, and the like.

As facilitator, the teacher must be knowledgeable of alternative approaches to teaching. The teacher has to bear in mind that there is no single perfect approach to teaching, which will help every student, learn everything in every way. There are many kinds of learning and learners with different learning styles, which for the most part require different methods of teaching. In selecting methods to be used, the teacher must consider the kind of group as well as their individuality and the subject matter to be taught, for it may be appropriate to the group but inappropriate to the subject matter.

As evaluator, the teacher is expected to understand the most effective use of reliable and valid instruments of evaluating the outcome of the learning and diagnosing learning difficulties of the students. This implies the teacher understand the theories of measurement and the evaluation of students performance. Fairness and accurateness must be linked while practicing this role.

Mood (2020) underscored the qualities that make an effective teacher. He has provided excellent advice, which if followed, will be helpful in insuring the success of every teacher: Give attention to what the students are saying. Provide each student with a sense of personal worth. Develop each student's self-confidence and respect his ability to learn. Assume a posture of moral or intellectual superiority. Minimize conflict with students. Minimize lecturing. Provide an open and relax atmosphere. Generate activity among students. Be on guard against apathy and boredom. Show concern for the well-being of each student in the class. Try not to let students' fall-behind. Diversify teacher. Ask your students about the teaching activity. Teach the best you can. Interact with colleagues. Tone down grading systems. Be a model.

Thelen (2020) has catalogued some common views teachers have of themselves and of their roles as teachers. He uses some interesting metaphors.

Model 1(SOCRATES)

The teacher sees himself, or behaves much like, the wise old tutor of antiquity, with a reputation based on love of argument, debate, and deliberately provocative statements. The style is highly individualistic and unsystematic.

Model 2 (THE TOWN-MEETING MANAGER)

This teacher is always seeking consensus and cooperation among members of the class. Educators who speak the importance of the community fall into this category, viewing their classes as communities of independent and equal human beings. He is more a moderator than expert. This is a direct participatory democracy.

Model 3 (THE MASTER/APPRENTICE)

The teacher perceives himself as genuine model for students. The teacher is like an old-fashion preceptor, and the pupil is the apprentice. He is concerned with how the students learn to live. The teacher plays multiple roles, as teachers, as father, as mother, a friend, colleague and boss.

Model 4 (THE GENERAL)

The teacher lays the law and the expertise and demands obedience. There is no room for any sort of ambiguity, and the teacher has the power to reward or punish. The student must do exactly what he is told. When you have a general for a teacher, it is true to say; "I am free to do as I please as I do as I am told."

Model 5 (THE BUSINESS EXECUTIVE)

The teacher functions as business executive, operating a company (the classroom) and working out business deals with the employees (the students). An air of efficiency and crispness goes along with this image. Detailed "production charts" may live the walls of the classroom, and the chief executive can be normally identified by a very tidy desk. This corporate image has become "official" in the newest classroom, where thick wall carpeting is now standard equipment.

Model 6 (THE COACH)

The teacher views role as inspirational - desire, dedication, and devotion are the hallmarks of team talks. The coach is totally devoted to the task. Students are like members of the tea; each one is insignificant as an individual, but as group the students can move mountains. The only measure of effectiveness is the outcome, the final score. To the coach, "winning isn't everything, it's the only thing."

Model 7 (THE TOUR GUIDE)

This teacher bears an unmistakable resemblance to a professional guide. He clearly knows the way around, all the facts, all the time indeed; the teacher seems to be a walking encyclopedia. He also tends to be somewhat reserved, disinterest, and laconic. Technically perfect, the guide shows only a hit of boredom.

Recapitulation

The reviewed studies propounded on the effects of good teaching brought about by organized classroom management. Their study is different from the present study on the subjects, venue, statistical measures and time.



The literature of reviewed books discussed on the management of teachers in the classroom activities in which is the researcher gained much in the improvement of the questionnaire.

Some read articles gave a clearer view on how to manage the classroom activities in which the researcher benefited to update the questionnaire in the Philippine setting.

Chapter 3

RESEARCH METHODOLOGY

This chapter presents the research design and procedure that includes the research method used, the research instrument, the respondents of the study and the statistical treatment of the data.

Research Design

This study used of the descriptive-normative method of research. The method is chosen because the technique is expected to illicit information that are objective in nature in order to realistic answer the research sub-problems. This method was appropriate because it reveals the actual condition of the respondents concerning their instructional competence.

Sources of Data

Locale of the Study

The study was conducted at Bautista National High School, Division of Pangasinan II. The coverage of this study was the evaluation of the level of instructional competence of teachers in Social Studies. It includes the 31 teachers teaching Social Studies in the Municipality of Bautista, Division of Pangasinan II for the school year 2021-2022.

The study focused on the relationship between the educational attainment, teaching experience and the monthly income to the competence level of the teachers teaching Social Studies. The significant difference was taken into in this research between the evaluation of the teachers and school heads on the instructional competence level of the teachers.

An output of the study was the proposed management plan for teachers teaching Social Studies in order to improve and strengthen their instructional competence level for the benefit of the pupils.

Population and Sampling

The respondents in this study are the 31 Social Studies teachers and the 26 school heads in the Municipality of Bautista. This represent 100 percent of the total Social Studies teachers and school heads.

The questionnaire-checklist was administered personally by the researcher to the respondents to ensure a hundred percent retrieval of the instrument. A permit to conduct the study in the research environments was secured by the researcher from the Schools Division Superintendent of Pangasinan II and from the District Supervisors of Bautista. The researcher was on leave of absence during the administration and retrieval of the questionnaire.

Instrumentation and Data Collection

The researcher used a questionnaire-checklist as the main data-gathering instrument. After which an unstructured interview was conducted to countercheck responses in the questionnaire, which the respondents finds difficult to understand.

The researcher based on his reading of books, thesis, dissertations and other literatures that have relevance to the research topic are of great help to prepare the questionnaire.

The initial draft of the questionnaire-checklist was referred to her adviser and to other teachers and school heads for comments and suggestions. The above chosen critics made revisions of the instruments after passing scrutiny. After final approval of his adviser, the questionnaire-checklist was subjected to a dry run for validation in content and construct.

The dry run was done in San Carlos Central I School and San Carlos Central II Elementary School. Fifteen teachers were acted as try-out respondents in San Carlos Central I School and fifteen teachers in San Carlos Central II Elementary School.

The 10 principals or school heads of San Carlos City Division will be the try-out respondents representing the school administrators' group. These schools in San Carlos City was chosen because they are adjacent to the municipality of Malasiqui, the hometown of the researcher.

Tools for Data Analysis

The data that was gathered from this study was tabulated, analyzed and interpreted using frequency count, percentage, weighted mean, chi-square and analysis of variance.

Weighted Arithmetic Mean or Average Weighted Frequency

This statistical tool was utilized to analyze the answer having sealed responses. The following procedures were used in obtaining the average weighted mean. Arbitrary weights were assigned to the descriptive equivalent rating.



Table 1.1 present the profile of the Social Studies teachers in the Municipality of Bautista. The profile of the teachers is categorized into: educational attainment, teaching experience and the monthly income.

The Social Studies teachers must possess the necessary educational qualification in order to prepare them for the leadership or management role. This is in accord to what Reeder (2001) said: that it would be a great boon to education and to society if school teachers and school heads would take the lead in standardizing their profession along the lines.

It is highly evident that Social Studies teachers possessed the right educational qualifications. As borne by the data, there are 3 or 9.68 percent obtained the degree Master of Arts in Education (MAEd); 10 or 32.26 percent were combined Bachelor Elementary and Secondary Education graduate; 18 or 58.06 percent were Bachelor in Elementary Education. Notably, almost half (50) of the total respondents are within the combined curriculum of Bachelor in Elementary and Secondary Education. What is interesting to note is the Social Studies teachers who have MA degrees, which tends to indicate the high premiums placed by the respondents to educational advancement. From these data it can be deduced further that Social Studies teachers in general have adequately met the needed educational requirements for teaching positions in public elementary education.

Table 1.2 shows the profile of the Social Studies teachers along teaching experience. The teaching experience of the teachers is equated with their length of service.

Table 1.2
Profile of the Social Studies Teachers
Along Teaching Experience

Teaching Experience	Frequency	Percentage
1-5 years	09	29.03
6-10 years	05	16.13
11-15 years	08	25.81
16-20 years	06	19.35
21 and above years	03	09.68
Total	31	100

A careful scrutiny of the information sheet for the Social Studies teachers as to the number of years in their present position disclosed that 3 or 9.68 percent of the subjects have occupied the position for 21 year and above. Meanwhile, the table presents the cumulative years of service the Social Studies teachers have occupied their present position and designation.

It could be gleaned from the foregoing table that most of the Social Studies teachers (9 or 29.03 percent) have occupied for an average number of years (1 to 5 years) to their present position, which means that their experience as Social Studies teachers is adequate to undertake the delicate task of classroom management. This is followed closely by those who have stayed in the position for only a short number of years. Only 5 or 16.13 percent of the total respondents have served their school as Social Studies teachers post for more than 6 to 10 years.

It could also be noted in the posted data that there are 8 or 25.81 percent of the as Social Studies teachers who rendered the public schools for 11 to 15 years. While there are 6 or 19.35 percent of the total respondents who successfully served the public schools within 16 to 20 years. The data implies that most of the Social Studies teachers are still young in the service such young they enjoy the profession inspite of the ups and downs.



Table 1.3
Profile of the Social Studies Teachers
Along Monthly Income

Monthly Income	Frequency	Percentage
1, 000 and below	04	12.90
2, 000 to 3,000	05	16.13
4, 000 to 5,000	11	35.48
6, 000 to 7,000	06	19.35
8, 000 and above	05	16.13
Total	31	100

In this study monthly income refers to the net take home pay of the Social Studies teachers. Table 1.3 shows the monthly income of the Social Studies teachers. It can be noticed in the table that there are 4 or 12.90 of the total respondents with a month net take home pay of 1, 000 and below, while there are teachers also receiving a net salary of 2, 000 to 3,000 and 8, 0000 above with 5 or 16.13 percent respectively.

Moreover, the 11 or 35.48 percent of the teacher exhibit a total net take home pay of 4, 000 to 5,000 and 6 or 19.35 percent have a monthly income of 6, 000 to 7,000. Sensing the data, it implies that greater number of the Social Studies teacher received a net income of 4, 000 to 5,000 pesos and described that this teachers are within the poverty line.

Instructional Competence of the Social Studies Teachers as Evaluated by Themselves

Table 2 presents the instructional competence of the Social Studies teachers as evaluated by themselves. It can be gleamed in the table that the following composite mean were exhibited by the teachers as they rated themselves to the items as “very competent”: wording questions appropriately (x=2.66–very competent); asking concise and specific questions (x=2.56–very competent); using learner’s previous knowledge (x=2.89–very competent); asking relevant questions (x=2.64–very competent); varying the manner of questioning (x=2.53-very competent); asking question in non-threatening manner (x=2.45-very competent); allowing enough time for the learner’s to think (x=2.43-very competent); rephrasing questions for clarification (x=2.34-very competent); following-up on learner’s answer (x=2.33-very competent); acknowledging the learner’s and their answers (x=2.27 - very competent) stating the objectives and focus (x=2.38-very competent) using appropriate language level (not too technical) (x=2.98-very competent) presenting points in a logical manner (x=2.90-very competent); giving examples to make ideas concrete (x=2.78-very competent) linking ideas constantly (x=2.61-very competent) repeating and reinforcing the main points (x=2.92-very competent) restating focus at end as reinforcement and review (x=2.96-very competent) dividing instructions into stages (x=2.59-very competent) speaking loudly and distinctly to hear by all (x=2.69-very competent) using simple direct statements for instruction (x=2.71-very competent) writing instructions legibly on the board (x=2.73-very competent) noting time limit of task (x=2.84-very competent) checking if the learners understand the task (x=2.85-very competent) and giving assignment of roles in-group work (x=2.83-very competent).

Furthermore, the items: giving approximately equal time to each group (x=2.34-very competent) asking questions to help the group improve its work (x=2.55-very competent) making sure presentation can be seen and heard (x=2.57-very competent) asking questions to elicit the learner’s comments (X=2.63-very competent) summarizing the learner’s comments (x=2.68-very competent) getting the learner’s to make the evaluation (x=2.95-very competent) synthesizing learners ideas to the lesson focus (x=2.98-very competent) evaluated as “very competent.”

On the other hand “using humor to clarify ideas (x=2.18–moderately competent) and “giving time to work in-group before checking on them” (x=2.22 – moderately competent) disclosed as “moderately competent”. The mean of x=2.64 deduced that the teachers are “very competent” in their instructional skills.



Table 2
Instructional Competence of the Social Studies Teachers as Evaluated by Themselves

Teaching Skills	AWF	D
1. Wording questions appropriately.	2.66	VC
2. Asking concise and specific questions.	2.56	VC
3. Using learner’s previous knowledge.	2.89	VC
4. Asking relevant questions	2.64	VC
5. Varying the manner of questioning.	2.53	VC
6. Asking question in non-threatening manner.	2.45	VC
7. Allowing enough time for the learner’s to think.	2.43	VC
8. Rephrasing questions for clarification.	2.34	VC
9. Following-up on learner’s answer.	2.33	VC
10. Acknowledging the learner’s and their answers.	2.27	VC
11. Stating the objectives and focus.	2.38	VC
12.Using appropriate language level (not too technical)	2.98	VC
13. Presenting points in a logical manner.	2.90	VC
14. Giving examples to make ideas concrete.	2.78	VC
15. Using humor to clarify ideas.	2.18	MC
16. Linking ideas constantly.	2.61	VC
17. Repeating and reinforcing the main points.	2.92	VC
18.Restating focus at end as reinforcement and review.	2.96	VC
19. Dividing instructions into stages.	2.59	VC
20. Speaking loudly and distinctly to hear by all.	2.69	VC
21. Using simple direct statements for instruction.	2.71	VC
22. Writing instructions legibly on the board.	2.73	VC
23. Noting time limit of task.	2.84	VC
24. Checking if the learners understand the task.	2.85	VC
25. Giving assignment of roles in-group work.	2.83	VC
26.Giving time to work in-group before checking on them.	2.22	MC
27. Giving approximately equal time to each group.	2.34	VC
28. Asking questions to help the group improve its work.	2.55	VC
29. Making sure presentation can be seen and heard.	2.57	VC
30. Asking questions to elicit the learner’s comments.	2.63	VC
31. Summarizing the learner’s comments.	2.68	VC
32. Getting the learner’s to make the evaluation.	2.95	VC
33. Synthesizing learners ideas to the lesson focus	2.98	VC
Mean	2.64	VC

Legend:

- 3 (2.25 – 3.00) Very Competent (VC)
- 2 (1.50 – 2.24) Moderately Competent (MC)
- 1 (0.75 – 1.49) Less Competent (LC)
- AWF Average Weighted Frequency
- D Description

In the a nutshell the item “using appropriate language level (not too technical) with $x=2.98$ and rated as “very competent” this implies that the Social Studies teachers used language that is within the understanding and vocabulary level of the pupils. It is also observed in the posted data that teachers in Social Studies possesses an skill “presenting points in a logical manner with $x=2.90$ as “very competent” this implies that teachers are strictly following what is stated and in their daily lesson.

In the responses of the respondents it magnify that they are “very competent” to repeat and reinforce the main points of the lesson with $x=2.92$. The data seems to imply that the main objectives of every teaching activity in the classroom are for mastery of the lesson that’s why teachers keep repeating the lesson for emphasis.



It was noted in the composite mean that the “restating focus at end as reinforcement and review” as very competent with $X=2.96$ this implies that the teachers in Social Studies believed on the adage “practice makes perfect” that why the teachers focus the pupils in reinforcement and review on their lesson. In the item “getting the learner’s to make the evaluation” with $x=2.95$ as “very competent” the data implies that teachers evaluation oriented or performance result oriented. The data further revealed that the teachers strictly observe synthesizing learners’ ideas to the lesson as focus of the study.

Instructional Competence of the Social Studies Teachers as Evaluated by the School Head

Table 3 shows the instructional competence of the Social Studies teachers as evaluated by the school head. From the responses of the school heads on the instructional competence of their Social Studies teachers the following evaluation are noted as “very competent” to wit: acknowledging the learner’s and their answers $x=2.85$ very competent using appropriate language level (not too technical) $x=2.89$ very competent using humor to clarify ideas $x=2.89$ very competent using simple direct statements for instruction $x=2.87$ very competent giving approximately equal time to each group $x=2.99$ very competent asking questions to help the group improve its work $x=2.98$ very competent asking questions to elicit the learner’s comments $x=2.88$ very competent. The mean of $x=2.57$ disclosed that the teachers as evaluated by the school heads are “very competent” in terms of their instructional competence level in teaching Social Studies.

On the contrary, the item on the following are evaluated by the school heads as “moderately competence “asking concise and specific questions with $x=2.18$ (moderately competent); using learner’s previous knowledge with $x=2.19$ (moderately competent) asking relevant questions $x=2.20$ (moderately competent); linking ideas constantly with $x=2.23$ (moderately competent); synthesizing learners ideas to the lesson focus with $x=2.22$ (moderately competent).

Table 3
Instructional Competence of the Social Studies Teachers as Evaluated by the School Head

Teaching Skills	AWF	D
1. Wording questions appropriately.	2.85	VC
2. Asking concise and specific questions.	2.18	MC
3. Using learner’s previous knowledge.	2.19	MC
4. Asking relevant questions	2.20	MC
5. Varying the manner of questioning.	2.25	VC
6. Asking question in non-threatening manner.	2.45	VC
7. Allowing enough time for the learner’s to think.	2.56	VC
8. Rephrasing questions for clarification.	2.47	VC
9. Following-up on learner’s answer.	2.58	VC
10. Acknowledging the learner’s and their answers.	2.85	VC
11. Stating the objectives and focus.	2.56	VC
12. Using appropriate language level (not too technical)	2.89	VC
13. Presenting points in a logical manner.	2.78	VC
14. Giving examples to make ideas concrete.	2.45	VC
15. Using humor to clarify ideas.	2.89	VC
16. Linking ideas constantly.	2.23	MC
17. Repeating and reinforcing the main points.	2.41	VC
18. Restating focus at end as reinforcement and review.	2.42	VC
19. Dividing instructions into stages.	2.45	VC
20. Speaking loudly and distinctly to hear by all.	2.78	VC
21. Using simple direct statements for instruction.	2.87	VC
22. Writing instructions legibly on the board.	2.63	VC
23. Noting time limit of task.	2.55	VC
24. Checking if the learners understand the task.	2.66	VC
25. Giving assignment of roles in-group work.	2.44	VC
26. Giving time to work in-group before checking on them.	2.65	VC
27. Giving approximately equal time to each group.	2.99	VC



28. Asking questions to help the group improve its work.	2.98	VC
29. Making sure presentation can be seen and heard.	2.79	VC
30. Asking questions to elicit the learner's comments.	2.88	VC
31. Summarizing the learner's comments.	2.54	VC
32. Getting the learner's to make the evaluation.	2.33	VC
33. Synthesizing learners ideas to the lesson focus	2.22	MC
Mean	2.57	VC

Chi-Square Table Showing the Relationship Between the Profile of the Social Studies Teachers and their Instructional Competence Level

Table 4 presents the chi-square table showing the relationship between the profile of the Social Studies teachers and their instructional competence level in teaching. It can be noted in the table that the variables: educational attainment; teaching experience; and monthly income shows a computed chi-square value of 24.98 (educational attainment); 48.16 (teaching experience) and 56.34 (monthly income).

On the other hand the tabular t-value of 9.488 (educational attainment); 15.507 (teaching experience) and 15.507 (monthly income) taken at 4 and 8 respectively as the degree of freedom (df). The computed chi-square value of the variables is much higher than the tabular t-value. This warrants the rejection of the research hypotheses, which states – that there is no significant relationship between the profile of the teachers and the evaluated instructional competence in teaching Social Studies.

Thus, there is a significant relationship between the profile of the teachers and the evaluated instructional competence in teaching Social Studies. This implies that the higher the educational attainment of the Social Studies teachers the more competent he is. The longer the teaching experience of the teachers the more competence he is. The higher the income the more he could uplift himself for competency in teaching.

In other words, the profile of the teachers such as educational attainment, teaching experience and monthly income are directly proportional to the instructional competence level of the teachers. This is supported by the computed contingency coefficient of .67 (educational attainment); .78 (teaching experience) and .80 (monthly income). The selected variables are factors to improve the instructional competence of the Social Studies teachers in teaching.

Table 4

Chi-Square Table Showing the Relationship Between the Profile of the Social Studies Teachers and their Instructional Competence Level

Variables	χ^2 Chi-square	df (.05)	t-value	C	Decision
Level of Competence					
• Educational Attainment	24.98	4	9.488	.67	Reject Ho.
• Teaching Experience	48.16	8	15.507	.78	Reject Ho.
• Monthly Income	56.34	8	15.507	.80	Reject Ho.

Legend:

- df = degree of freedom
- C = contingency coefficient
- t-value = tabular value

ANOVA Table Showing the Difference Between the Evaluation of the School Heads and the Social Studies Teachers' Instructional Competence Level

Table 5 shows the analysis of variance showing the difference between the evaluation of the school heads and the Social Studies teachers in their instructional competence teaching.

A closer look on the posted data that the computed sum of squares between the group is 4.513 and the within the group value is 16.454. The mean square of the variables as exhibited between the groups is 2.257 and within the group value is .588.



Such trend of the above data the computed F-value is 3.840 is much higher than the tabular F-value of 3.34 taken at n=2 and n=28. This warrants the rejection of the hypothesis of the study, which states – that there is no significant difference in the evaluation of the school heads and the teachers as to the instructional competence of the Social Studies teaching. Thus, the evaluation of the school heads and the teachers are different and comparable.

This means that the observations of the school heads are different from the observations of the Social Studies teachers in their instructional competence. The evaluation of the school heads on the instructional competence of their teachers seems to be comparable to that of the teachers. This may be construed to the fact that perception is subjective to the person involved.

Table 5

ANOVA Table Showing the Difference Between the Evaluation of the School Heads and the Social Studies Teachers' Instructional Competence Level

	Sum of Squares	Df	Mean Square	F	Significant
Between Groups	4.513	2	2.257	3.840	.034
Within Groups	16.454	28	.588		
Total	20.967	30		3.34	Reject Ho.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

This part of the study presents the summary, conclusions and recommendations of the study.

Summary

This study sought to determine the instructional competence of grade five Social Studies teachers in the public secondary schools of Bautista as basis for a proposed management plan during the school year 2021-2022.

In consonance with the primary objective, the study will seek to answer the following specific questions: (1) What is the profile of the Social Studies teachers in terms of the following variables: educational attainment; teaching experience; and monthly income. (2) What is the instructional competence of the Social Studies teachers as evaluated themselves? (3) What is the instructional competence of the Social Studies teachers as evaluated by their school heads themselves? (4) Is there a significant relationship between the profile of the Social Studies teachers and their instructional competence level? (5) Is there a significant difference between the evaluation of the school heads and of the Social Studies teachers on the instructional competence? (6) What management plan can be proposed to enhance the instructional competence of the teachers in Social Studies?

In relation to the foregoing sub-problems, the following research hypotheses will be tested at .05 level of significant in its null form to wit: (1) There is no significant relationship between the profile of the Social Studies teachers and their instructional competence. (2) There is no significant difference between the evaluation of the school heads and the Social Studies teachers on their instructional competence?

The coverage of this study will be the evaluation of the level of instructional competency of the teachers in Social Studies. It includes the 31 teachers teaching Social Studies and 26 school heads of Bautista Municipality, Division of Pangasinan II for the school year 2021-2022.

An output of the study will be the proposed management plan for teachers teaching Social Studies in order to improve and strengthen their instructional competency level for the benefit of the students.

This study will make use of the descriptive-normative method of research. The method is chosen because the technique is expected to illicit information that are objective in nature in order to realistic answer the research sub-problems. This method will be appropriate because it reveals the actual condition of the respondents concerning their instructional competency level.

The researcher will use a questionnaire-checklist as the main data-gathering instrument. After which an unstructured interview will be conducted to countercheck responses in the questionnaire, which the respondents finds difficult to understand.

The data that will be gathered from this study will be tabulated, analyzed and interpreted using frequency count, percentage, weighted mean, and analysis of variance. To get the relationship between the profile and the evaluated competency level of teachers – the contingency coefficient will be used.

Study Findings

Based on the data collected, analyzed and interpreted the following study findings are deduced:



1. There are 3 or 9.68 percent obtained the degree Master of Arts in Education (MAEd); 10 or 32.26 percent were combined Bachelor Elementary and Secondary Education graduate; 18 or 58.06 percent were Bachelor in Elementary Education.

The Social Studies teachers as to the number of years in their present position disclosed that 3 or 9.68 percent of the subjects have occupied the position for 21 year and above. That most of the Social Studies teachers (9 or 29.03 percent) have occupied for an average number of years (1 to 5 years) to their present position. Five or 16.13 percent of the total respondents have served their school as Social Studies teachers post for more than 6 to 10 years. It could also be noted in the posted data that there are 8 or 25.81 percent of the as Social Studies teachers who rendered the public schools for 11 to 15 years while there are 6 or 19.35 percent of the total respondents who successfully served the public schools within 16 to 20 years.

That there are 4 or 12.90 of the total respondents with a month net take home pay of 1, 000 and below, while there are teachers also receiving a net salary of 2, 000 to 3,000 and 8, 0000 above with 5 or 16.13 percent respectively, the 11 or 35.48 percent of the teacher exhibit a total net take home pay of 4, 000 to 5,000 and 6 or 19.35 percent have a monthly income of 6, 000 to 7,000.

2. The teachers disclosed themselves as “very competent” as Social Studies teachers. Particularly in the following the items: “using appropriate language level (not too technical) with $x=2.98$ and rated as “very competent”; presenting points in a logical manner; to repeat and reinforce the main points of the lesson; restating focus at end as reinforcement and review; and getting the learner’s to make the evaluation.

3. The instructional competence of the Social Studies teachers as evaluated by the school head disclosed as “very competent” to wit: acknowledging the learner’s and their answers; using appropriate language level (not too technical); using humor to clarify ideas; using simple direct statements for instruction; giving approximately equal time to each group; asking questions to help the group improve its work; asking questions to elicit the learner’s comments;

On the contrary, the item on the following are evaluated by the school heads as “moderately competence “asking concise and specific questions; using learner’s previous knowledge; asking relevant questions; linking ideas constantly; and synthesizing learners ideas to the lesson focus.

4. There is a significant relationship between the profile of the teachers and the evaluated instructional competence in teaching Social Studies.

5. The evaluation of the school heads and the teachers are different and comparable.

CONCLUSIONS

Based on the data collected, analyzed and interpreted the following conclusions are formulated:

1. The Social Studies teachers possess the necessary educational qualification in order to prepare them for the leadership or classroom management role. The respondents tend to indicate the high premiums to educational advancement. That Social Studies teacher in general has adequately met the needed educational requirements for teaching positions in public elementary education.

The experience as Social Studies teachers is adequate to undertake the delicate task of classroom management. This is followed closely by those who have stayed in the position for only a short number of years.

The data implies that most of the Social Studies teachers are still young in the service such young they enjoy the profession inspite of the ups and downs. That the Social Studies teachers are within the poverty line.

2. The Social Studies teachers are very competent in teaching the concepts of Social Studies.

3. The Social Studies teachers are very competent in teaching the concepts of Social Studies as evaluated by their school heads.

4. The profile of the teachers such as educational attainment, teaching experience and monthly income are directly proportional to the instructional competence level of the teachers.

5. The evaluation of the school heads and the teachers are different and comparable. This means that the observations of the school heads are different from the observations of the Social Studies teachers in their instructional competence. The evaluation of the school heads on the instructional competence of their teachers seems to be comparable to that of the teachers. This may be construed to the fact that perception is subjective to the person involved.

RECOMMENDATIONS

Based on the study findings and on the formulated conclusions the following recommendations are hereby advanced:

1. The Department of Education through the division offices should formulate policies, programs and projects for scholarship grants, trainings and additional units in Master of Arts in Education for those teachers handling the subjects. In this way the teachers will strengthen and enhance instructional competence in Social Studies.

2. The DepEd officials should plan a training program that will address the instructional competence of the Social Studies teachers particularly in classroom teaching. In this way the teachers are aware of what are to be taken and carried out. This is a simple way of management by planning.



3. The school heads should design an intensive classroom visitation to the Social Studies teachers. In this activity the school heads will identify the focal point on how the teachers can improve and enhance their instructional competence. The school heads should also make a plan to design a school-based training program for the Social Studies teachers.

4. The instructional management plan as an output of the study should be tested for effectiveness in the school, division, and regional level. The plan should be given consideration by the authorities for wider implementation. In this way the results of such activities will serve as a data bank of information for further study.