



E-MODULAR TEACHING INTERVENTIONS AS A TOOL FOR STRENGTHENING TEACHERS' COMPETENCE IN TEACHING SOCIAL SCIENCE

ROVELYN SAGUN JAMBOY

Program : Master of Arts in Education
Major in School Administration

Institution : Institute of Graduate and Professional Studies
Lyceum-Northwestern University
Dagupan City

Abstract :

This study employed the descriptive research design in its assessment of the instructional competence of the Grade 7 Social Studies teachers in Salomague National High School during the school year 2023-2024. The descriptive method research was used to present the professional profile of the Grade 7 Social Studies teachers in terms of highest educational attainment, number of years of teaching experience in Grade 7 and relevant trainings/ seminars attended. The same method research was used in the perceptions of the Grade 7 Social Studies teachers on the level of their instructional competence in terms of lesson planning, instructional delivery and assessment of learning and reporting based on the Individual Performance Commitment and Review Form (IPCRF) and analysis of identified needs of the Grade 7 Social Studies teachers relative to their instructional competence.

The study was conducted in Salomague National High School during the school year 2023-2024. The respondents were the forty-seven Grade 7 Social Studies teachers in the said school.

Frequency, percentage and average weighted mean were the statistical tools used test the data gathered. Based on the assessment of the Grade 7 Social Studies teacher's level of instructional competence, an analysis was made on their identified needs.

The professional profile of the Grade 7 Social Studies teachers in Salomague National High School during the school year 2023-2024 reveals that a majority, 21 out of 47, are master's degree holders, while the remaining 26 have earned masteral units. In terms of teaching experience, 93.62% (44 out of 47) have been in the profession for 6-10 years, while three have been teaching for 1-5 years, and two have less than a year of experience. Furthermore, these teachers have attended several relevant trainings and seminars to enhance their teaching competencies. Regarding their perceptions of teaching needs, the Grade 7 Social Studies teachers rated themselves as "satisfactory" across different domains, which were classified as meeting only the "basic" requirements. Specifically, in terms of diversity of learners, curriculum content and pedagogy, and planning, assessing, and reporting, they consistently perceived their competencies at a "satisfactory" level. The overall average weighted mean was 2.41, further supporting this classification.

Identified needs relative to their teaching include strong professional development, continuous collegial contact, peer reinforcement, expert inputs, and mentoring, coaching, and modeling in lesson planning. For curriculum content and pedagogy, they highlighted the need for continuing professional education, innovative approaches, effective use of technology, professional training, and leadership development. In terms of planning, assessing, and reporting, the teachers emphasized the importance of recognition and rewards, access to readily available materials and resources, and improvements in the working environment.

To address these needs, a proposed teacher e-Module was developed, focusing on key components such as diversity of learners, curriculum content and pedagogy, and planning, assessing, and reporting. This development program aims to enhance the teaching competencies of Grade 7 Social Studies teachers and provide them with the necessary skills and resources to improve their instructional effectiveness.

Based on the findings of the study, the following conclusions were drawn: Generally, the Grade 7 Social Studies teachers in Salomague National High School are Master of Arts graduates, had been teaching in Grade 7 Social Studies teachers for 6 to 10 years, and have been attending various relevant trainings and seminars. The Grade 7 Social Studies teachers' level of teaching needs

in Social Studies as perceived by them and their school heads are satisfactory or basic critical requirement. The needs of the Grade 7 Social Studies teachers relative to their instructional delivery are professional development, education and training, peer mentoring, coaching and modeling, innovation and use of technology, recognition and rewards, materials and resources and improvement in their working environment.

Based on the conclusions drawn, the following recommendations are offered: Based on what is learned from the needs of assessment, a system of professional development must immediately be implemented. Policies should be input in place to ensure that instruction in the use of technology in general; including participation in the existing high quality programs designed for their purposes are given emphasis. Follow-up studies may be conducted by other researchers to validate the findings of the study. Other researchers may conduct similar studies in other grade levels to improve instructional competence.

INTRODUCTION

Considering the importance of Social Studies in daily life, schools should strengthen the curriculum in this area as it is essential for fostering civic engagement, cultural awareness, and global competitiveness. Students need critical thinking skills and historical perspectives to meet the challenges of the future.

Social Studies, which encompasses history, geography, political science, economics, and sociology, helps individuals understand human interactions, societal structures, and cultural developments. It provides insight into governance, social justice, and economic systems, fostering informed and responsible citizenship. Since the emergence of civilization, Social Studies has been a vital field that aids in understanding the evolution of societies and human relationships across time and space.

Throughout history, societies have advanced in their knowledge of governance, economics, and culture due to the need for organized communities, trade, and diplomacy. This growth has been most evident in civilizations that have prioritized education and critical inquiry, allowing them to build upon the achievements of previous generations.

Aside from strengthening the curriculum, there is a need to improve the quality of teachers. Clement (1995) emphasized that teachers must be well-versed in the subjects they teach. Unfortunately, many educators assigned to Social Studies lack specialized training in history, political science, or economics. This challenge is highlighted by the 1991 Congressional Commission on Education report, which asserts that the teacher is the single most important factor in education. The report revealed that a significant percentage of Social Studies teachers lack formal training in the subject, impacting the quality of instruction.

One recommendation relevant to this study is the periodic assessment of teachers' training needs, utilizing research-based approaches with a focus on content mastery. Recognizing the need to improve students' abilities in critical thinking, historical analysis, and civic responsibility, this researcher has undertaken this study.

Evaluation in the classroom is essential for assessing students' progress toward learning outcomes. It involves gathering and analyzing evidence of students' knowledge acquisition, critical thinking development, and appreciation of cultural and political structures. Evaluation, assessment, and measurement are distinct yet interconnected processes. Measurement answers the question of "how much" knowledge has been acquired. Assessment compares students' knowledge before and after instruction to determine progress. Evaluation, on the other hand, determines the quality and effectiveness of instruction, using findings to refine teaching strategies. (DECS Measurement and Evaluation in Secondary Schools: A Handbook, 1990).

For evaluation to be effective, test objectives should be clearly defined in behavioral terms to ensure alignment between expected learning outcomes and assessment items. A well-structured test should reflect the breadth and depth of the subject matter covered. The Table of Specifications (TOS) serves as a tool to align content with learning objectives, ensuring a balanced assessment of knowledge and skills. A properly constructed TOS provides a framework for test development, guiding educators in designing valid and reliable assessments.

Suggestions for preparing objective tests:

1. Ensure the test is of sufficient length to yield reliable results.
2. Use a variety of test item types to measure different competencies.
3. Design each test item to measure a single important concept.
4. Use clear and straightforward language, avoiding ambiguity and unnecessary complexity.
5. Avoid including an excessive number of easy items.
6. Randomize correct responses to prevent patterns that students may detect.
7. Have a colleague review test items for clarity and accuracy.
8. Group similar test items together and provide clear instructions.

Characteristics of evaluation instruments: According to Palma (2007), evaluation instruments must exhibit validity, reliability, and objectivity:

1. **Validity:** The test must measure what it is intended to assess—students' understanding of Social Studies concepts and principles.
2. **Reliability:** A reliable test yields consistent results when administered to similar groups under comparable conditions.
3. **Objectivity:** The test must be free from bias and external influences that could affect students' performance, such as unclear wording or subjective grading criteria.

Teacher-made tests play a significant role in assessing students' progress. While standardized tests undergo rigorous planning and development, the same level of careful preparation should be applied to teacher-made assessments to ensure their effectiveness.

Theoretical Framework

Groiler (2005) stated that Social Studies has been regarded as essential to a well-rounded education, providing insights into historical events, political ideologies, economic systems, and cultural interactions. Proficiency in Social Studies is vital for careers in governance, law, international relations, business, and education. It also helps students develop media literacy, civic awareness, and an understanding of global issues. The goal of Social Studies education is to cultivate critical thinking, informed decision-making, and civic responsibility. According to Caganan (2003), effective Social Studies instruction should incorporate the following principles:

1. Equip classrooms with diverse instructional materials, including primary sources, maps, visual aids, and multimedia resources.
2. Use experiential learning techniques, such as simulations, debates, and role-playing, to engage students in historical and political analysis.
3. Emphasize connections between past and present events to help students understand contemporary social and political issues.

Spitzer (2005) further suggests that Social Studies instruction should adhere to the following guiding principles:

1. Use students' real-life experiences as a foundation for learning.
2. Teach essential historical and political knowledge relevant to modern life, such as:
 - Understanding governance and democratic principles.
 - Analyzing economic and social systems.
 - Recognizing the impact of globalization and cultural diversity.
3. Base instruction on students' prior knowledge and scaffold learning experiences to build deeper understanding.

D'Agustin (2007) identified several key areas for reform in Social Studies instruction:

1. Strengthening knowledge of foundational historical, political, and economic concepts.
2. Enhancing instructional methods to promote analytical thinking and discussion.
3. Improving continuity between grade levels to ensure a cohesive learning experience.
4. Addressing societal demands for greater civic engagement and historical literacy.
5. Providing professional development opportunities for Social Studies teachers to improve content knowledge and pedagogical skills.

Without effective Social Studies instruction, individuals may struggle to understand political systems, economic policies, and cultural diversity. As Smith (2002) states, a strong foundation in Social Studies is essential for navigating modern society, participating in democratic processes, and addressing global challenges.

Conceptual Framework

The crucial role of Social Studies spans various fields, including governance, economics, culture, and international relations, making it essential for fostering informed citizenship and critical thinking. Social Studies serves as the foundation for understanding human interactions, historical developments, and societal structures. It provides individuals with the necessary knowledge and skills to participate actively in civic life and make informed decisions in an increasingly complex world.

Social Studies is deeply embedded in daily life. Regardless of one's level of formal education, having a strong grasp of history, geography, political systems, and economics equips individuals to engage meaningfully in society. Mastery of fundamental Social Studies concepts helps learners develop cultural awareness, ethical reasoning, and a deeper understanding of global issues.

The new curriculum in elementary and secondary education emphasizes the interconnectedness of Social Studies disciplines and the application of historical and political concepts in real-world situations. Given the need to cultivate informed and engaged citizens, it is essential to have well-prepared Social Studies teachers who are proficient in content knowledge and pedagogy.

Harley (1971) described an effective teacher as someone with a strong command of their subject matter and the ability to facilitate meaningful learning experiences. A competent Social Studies teacher must be well-versed in history, political science, economics, and geography while also possessing strong instructional skills that encourage inquiry-based learning, discussion, and analysis.

However, concerns remain regarding the quality of instruction in Social Studies. A World Bank evaluation (1995) on primary and secondary education in the Philippines identified inadequately trained teachers as a major issue affecting learning outcomes. Studies indicate that many Social Studies teachers lack specialized training in the field, leading to lower student achievement levels. In some cases, assessments have shown that teachers score only marginally better than their students on subject-matter tests, highlighting the need for targeted professional development.

One of the primary challenges identified in the education system is the unregulated expansion of teacher education institutions, many of which do not meet high-quality standards. This has resulted in the proliferation of underprepared teachers, which in turn affects student learning outcomes. Addressing this issue requires comprehensive professional development programs, including seminars, workshops, and targeted training activities focused on enhancing Social Studies instruction.

Tanner (1968) emphasized that teachers' professional growth is a continuous process, requiring regular reflection and skill development. Teachers must be given opportunities to identify their learning needs and address gaps in their knowledge and teaching strategies. A systematic assessment of teachers' growth needs is necessary to design effective professional development programs that enhance instructional effectiveness.

Recognizing these concerns, this study aims to develop an appropriate, valid, and reliable diagnostic test for Grade 7 Social Studies teachers in Salomague National High School, Schools Division Office I of Pangasinan. The diagnostic test will assess their knowledge and competencies based on the Minimum Learning Competencies (MLC) in Social Studies. Based on the results, this study will identify teachers' specific growth areas and propose a staff development program to address their professional needs.

The conceptual framework of this study is visually presented in Figure 1, which outlines the process of developing Social Studies e-Modules for Grade 7 teachers in the Salomague National High School.

The development of these e-Modules follows a structured five-step process:

1. Planning the Diagnostic Test – This includes analyzing the Minimum Learning Competencies in Social Studies for Grade 7 and identifying key concepts such as history, geography, government, and economics. A Table of Specifications (TOS) will be created to align test items with these competencies.
2. Drafting the Initial Test – The first version of the diagnostic test will be developed based on the TOS. This initial draft will cover core Social Studies concepts and skills.
3. Validation and Refinement – The test will be reviewed by experts and validated for content accuracy, clarity, and alignment with learning objectives. Feedback will be incorporated to improve the test items.
4. Test Evaluation and Analysis – The validated test will be administered to Grade 7 Social Studies teachers, and the results will undergo item analysis to determine validity, difficulty levels, and reliability. This will ensure that the test accurately measures teachers’ competencies.
5. Development of the Final Test and Staff Development Program – Based on the diagnostic test results, teachers’ growth needs will be identified. Teachers scoring below the 25% competency threshold in specific areas will be prioritized for professional development. A structured training program will be designed to strengthen their subject knowledge and pedagogical skills in Social Studies.

Figure 1 show how the proposed Social Studies e-Modules development was arrived at based on the procedures followed by this researcher, as illustrated the first process was the construction of Social Studies e-Modules for the Grade 7 in Bugallon I and II District.

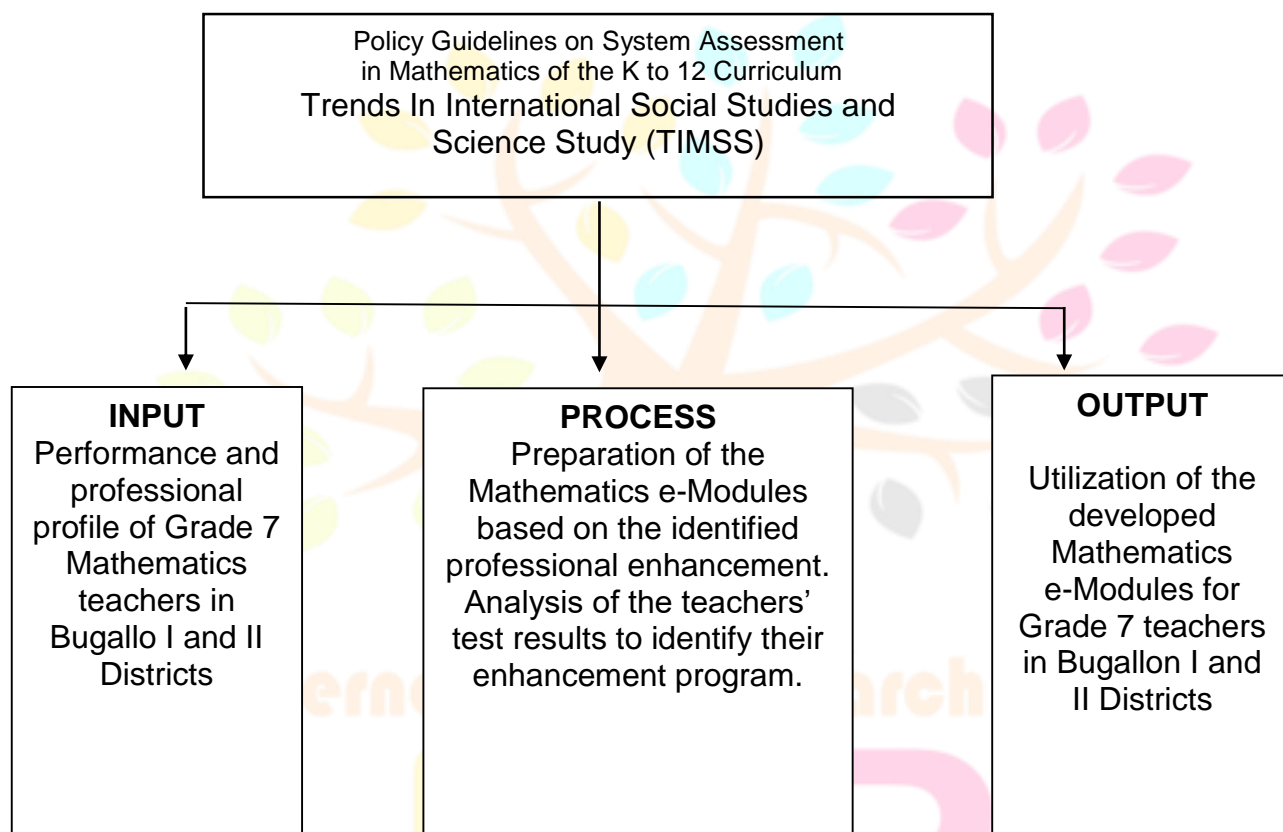


Figure 1

The Paradigm of the Conceptual Framework of the Study

Statement of the Problem

This study sought to develop an appropriate, valid and reliable e-modules in Social Studies 7 based of the minimum learning competencies in Social Studies for Grade 7 Social Studies teachers in Salomague National High School based on their performance in the said e-modules, and to propose a staff development program to meet their growth needs. Specifically, this study sought to answer the following sub-problems:

1. What appropriate, valid and reliable e-modules in Social Studies 7 based of the minimum learning competencies in Social Studies for Grade 7 Social Studies teachers may be developed to determine the growth needs of the Grade 7 Social Studies teachers?
2. What are the steps followed in the development and validation of the said e-modules in Social Studies 7?
3. What are the instructional needs of Grade 7 Social Studies teachers along the minimum learning competencies based on their performance in the developed e-modules?
4. What development instructional plan and/or program based on the identified instructional needs of grade 7 Social Studies teachers may be proposed?
- 5.

Basic Assumptions

1. An evaluation instrument for teachers in Social Studies can be developed to determine their growth needs.
2. The performance of teachers based on the results of the evaluation instrument can reflect their professional enhancement.
3. A staff development program based on the professional enhancement of teachers can be developed to address their needs.

Scope and Delimitation of the Study

This study was limited to the development of an appropriate, valid and reliable e-modules for grade 7 Social Studies Teachers in Salomague National High School for school year 2023-2024. The e-modules focused on the learning concepts and skills in Social Studies common grade 7 learning competencies.

Likewise, this study was command with the development of the staff development program for grade 7 Social Studies teachers. Teachers are revealed by the analysis of their errors along the learning concepts and skills.

The research subjects involved in this study were limited to the 47 grade 7 Social Studies teachers in Salomague National High School to whom the initial form of the e-modules was tried out for validation purposes.

In the administration of the final form of the diagnostic test, the research subjects involved were limited to the grade 7 Social Studies teachers in Salomague National High School.

Significance of The Study

Grade 7 Social Studies Teachers. The proposed enrichment activities can be used as models or prototype materials that will be guide them in the teaching of other subjects. However, the enrichment activities can be of great help to them in the environment of their teaching performance.

The researcher. The results of the study will benefit the researcher in that it will be enable her to enhance her to teaching methodological and strategies in teaching Social Studies, thus, will make her a better teacher.

Other researchers. The results of the study can be helpful to them in conducting a similar study involving a wider scope.

Definition of Terms

Assessment of learning. It refers of the study can be helpful to them in conducting a similar study involving a wider scope.

Lesson planning. It refers to the planning of day to day lesson and activities in consideration of the pupils' needs relative to content of the lesson.

Teacher Development Program. In this study, this refers to the proposal to enhance the grade 7 teachers' instructional competence.

Social Studies. This is one of the subjects as an integrated system of ideas which includes characterized as an integrated system of ideas which includes social and computational aspects involving principles and processes.

e-modules. This refers to the self-learning modules developed by Social Studies teachers in teaching Social Studies especially this time of pandemic.

Policy Guidelines on System Assessment. This is a set of learning competencies and assessment as stipulated in the K to 12 Curriculum which concerned in the qualitative judgements that are used to improve students' knowledge and learning. This will help the teachers to increase their students' motivation and show how well they have learned the language.

RESEARCH METHODOLOGY

This portion of the paper presents the research design and the procedure undertaken in dealing with the research problem. It also discusses the sources of data, instrumentation and data collection, and tools for analysis.

Research Design

The study employed the descriptive research design in its assessment of the instructional competence of the Grade 7 Social Studies teachers in Salomague National High School, during the school year 2023-2024.

The descriptive method of research was used to present the professional profile of the Grade 7 teachers in terms of the highest educational attainment, number of years of experience is teaching Social Studies and number of years teaching experience in Grade 7 relevant in- service trainings attended, and membership is professional organization perceptions of the Grade 7 teachers in terms of lesson planning, instructional delivery and assessment of learning. The identified needs of the Grade 7 teachers were likewise studied as basis for the proposed teachers' development program to enhance their instructional competence.

Source of Data

This study was conducted in Salomague National High School, Schools Division office I Pangasinan during the School Year 2023-2024.

Table 1 presents the distribution of respondents.

Table 1

Distribution of Respondents

District	No. of Grade V Teachers	No. of School Heads
Salomague National High School	47	5

Instrumentation and Data Collection

The main data gathering tool of this study is the constructed questionnaire. It consists of two parts. Part 1 focused on the professional profile of the Grade 7 teachers and part II with the perceptions of the Grade 7 teachers on the level of their instructional competence based on the performance ratings of the teachers. Their school heads were likewise given another questionnaire that dealt with their perceptions on the level of instructional competence of the Grade 7 in the teaching of Social Studies.

With approved endorsement from the School Division Superintendent, the researcher personally administered the validated questionnaire to the Grade 7 teachers as well as their school heads.

The researcher immediately retrieved the accomplished questionnaire, tabulated the responses of the respondents and process these based on the approved statistical tools.

Frequency, percentage and weighted mean were used to present the descriptive statistics of the study.

Tools for Data Analysis

The following were used to treat the data statistically:

1. Frequency and percentage
These were used to answer sub- problem number 1 on the professional profile of the Grade 7 Social Studies teachers.
2. Average weighted mean
This was used to answer sub- problem number 2 on the perception of the Grade 7 teachers on the level of their instructional competence in the teaching of Social Studies.

The formula is:

$$AWM = \frac{\sum fx}{N}$$

Where: AWM= Average weighted mean

$\sum fx$ = the total frequencies

N= the number of cases

The perception of the average weighted mean for sub problem number 2 is based on the performance rating of teachers presented as follows.

Point values		Critical requirements
Description of overall Performance rating		Note: a teacher who does not meet the critical requirement will get the lower performance rating.
4	Outstanding (Highly Proficient- HP)	4.5 or higher and no performance index value o below proficient in any of the standards
3	Very Satisfactory/ (Proficient- P)	3.5 or higher and no performance index value of below basic in any of the standards
2	Satisfactory (Basic- B)	2.5 or higher and no performance index of value of below basic in any of the standards
1	Unsatisfactory (Below Basic- BB)	1.5 or higher at least one performance index value of below basic in any of the standards.

PRESENTATION AND DISCUSSION

This chapter presents the professional profile of the Grade 7 Social Studies teachers in Salomague National High School answer sub- problem 1. The data is presented in table 2 in the next page.

As shown in the table in terms of highest educational achievement, majority of the Grade 7 teachers totaling twenty-one out of 47 for 44.68% are Master's Degree graduates, four out of fourteen for 57% are college graduates, and twenty-six out of 47 have earned Masteral units. This implies that there is still much to be desired from the Grade 7 teachers in terms of educational qualifications.

In terms of number of years of teaching experience, forty-four out of 47 for 93.62% have been teaching Grade 7 for six to ten years, three have been teaching for one to 5 years.

The Grade 7 teachers however have attended several relevant trainings and seminars, like seminars on the National Training in Social Studies and They have also attended district and cluster study sessions.

Table 2
Profile of the Grade 7 Social Studies Teacher in Salomague National High School

PROFESSIONAL CHARACTERISTICS	FREQUENCY	PERCENTAGE
A. Highest Educational Attainment		
• Master's Degree	21	44.68%
• Earned Masteral Units	26	55.32%
• College Graduate		
Total	47	100%
B. Number of Years of Teaching Experience		
• 6-10 years	44	93.62%
• 1-5 years	3	6.38%
• Less than 1 year		
Total	47	100%

C. Relevant Trainings/ Seminars Attended		
• National Training in Math	12	25.53%
• District/ Cluster Study Sessions	35	74.47%
Total	47	100%

Perceptions of the Grade 7 teachers on the Levels of their needs in teaching Social Studies

Table 3 presents the data on the perceptions of the Grade 7 teachers in Salomague National High School, the levels of their instructional competence in answer to sub- problem number 2. The component for appraisal of their instructional competence is based on the performance appraisal system for teacher's lesson planning, instructional delivery and assessment of learning.

Lesson Planning

In terms of lesson planning, within the appraisal period, the Grade 7 Social Studies teachers should have set objectives that are within the experiences and capabilities of learners, utilized varied designs, techniques and activities suited to the difficulties of learners, and provided appropriate intervention activities for learners at risks. Furthermore, they should have recognized multi-cultural background of learners when providing learning opportunities and adopted strategies to address needs of differently-abled learners. In all these components and performance standards, the Grade 7 teachers perceived their teaching needs as "satisfactory" which means "basic" critical requirements. However, they perceived their teaching needs as "very satisfactory" on the component that they should have showed fairness and consideration to all learners regardless of socio-economic background. This means a critical requirement of "proficient".

Based on the aforementioned results of their perceptions, the Grade 7 Social Studies teachers belong to the "basic" critical requirement which means "satisfactory" performance rating in terms of lesson planning with average weighted mean of 2.26.

Table 3
Perceptions of the Grade 7 teachers in their Teaching needs in Social Studies

	Teacher's Perceptions		IPCRF Results	
	AWM	CR	AWM	CR
A. Lesson Planning				
1. Set objectives that are within the experience and capabilities of the learners	2.45 2.09	B B	2.30 2.04	B B
2. Utilized varied designs, techniques and activities suited to the different kinds of learners	2.13	B	1.13	BB
3. Paced lessons appropriate to the needs and difficulties of learners	1.78	B	1.24	BB
4. Provided appropriate intervention activities for learners at risks.	1.91	B	1.96	B
5. Recognized multi- cultural background of learners when providing learning opportunities	2.45 1.78	B B	1.87 1.24	B B
6. Adapted strategies to address needs of differently abled learners				
7. fairness and consideration to all learners regardless of socio-economic background				
Average weighted mean	2.08	B	1.68	B

B. Instructional Delivery				
1. delivered accurate and updated content knowledge using appropriate methodologies, approaches and strategies	2.38	B	2.07	B
2. used integration of language, literacy, numeracy, skills and values in teaching	2.32	B	1.91	B
3. explained learning goals, instructional procedures, and content clearly and accurately to students	3.21	P	3.00	P
4. linked the current content with past and future lessons	2.50	B	2.40	B
5. aligned the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners	2.12	B	1.83	B
6. Created situations that encourage the learners to use high order thinking skills through the use of local language among others if needed.	2.98	P	2.62	P
7. Engaged and sustained learner's interest in the subject by making content meaningful and relevant to them	3.00	P	2.88	B
8. Integrated scholarly works and ideas to enrich the lesson	2.78	B	2.30	B
9. Established routines and procedures to maximized instructional time	2.18	B	2.58	P
10. Selected, prepared and utilized available technology and other instructional materials appropriate to the learner's and learning objectives	2.35	B	2.04	B
	2.58	B	2.36	B

Legend:

AWM= Average Weighted Mean

Point Values	Arbitrary Statistical Limits	Description of Overall Performance Rating	Critical Requirements
4	3.51-4.00	Outstanding	HP highly Proficient
3	2.51-3.50	Very Satisfactory	Proficient
2	1.51-2.50	Satisfactory	Basic
1	1.00-1.50	Unsatisfactory	Below Basic

Instructional Delivery

In terms of curriculum, content, pedagogy, within the appraisal period, the Grade 7 Social Studies teachers should have delivered accurate and updated content knowledge using appropriate methodologies, approaches and strategies, used of integration of language, numeracy skills and values in teaching, linked the current content with past and future lessons and aligned the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners. Also, they should have integrated scholarly works and ideas to enrich the lesson. Established routines and procedure maximize instructional time, selected, prepared utilized available technology and other instructional materials appropriate to the learner's and learning activities, provided appropriate learning tasks, portfolio, and projects that support development of good study habits, and use available ICT resources for planning and designing teaching- learning activities. In all of the above components and performance standards, the appraisal ratings were 'satisfactory' with critical requirement of 'basic' with point values ranging from 1.51-2.50.

Within the appraisal period, the Grade 7 Social Studies teachers should have explained learning goals, instructional procedures, and content clearly and accurately to students, created situations that encourage the learners to use high order thinking skills through the use of total language among others if needed, and engage and sustained learner's interest in the subject by making content meaningful standard, the point values ranged from 2.51-3.50 which means that the Grade 7 teachers perceived themselves to be very satisfactory in these areas with critical requirement of proficient.

The results of this particular component of curriculum, content and pedagogy, the average weighted mean is 2.47 which belongs to the critical requirement of proficient and descriptive equivalent of very satisfactory.

Assessment of Learning

In terms of assessment of learning, the Grade 7 teachers should have constructed valid and reliable form, formative and summative tests, used appropriate non-traditional assessment techniques and tools, like portfolio, journals, and rubrics, interpreted

and used test results to improve teaching and learning, identified teaching- learning difficulties and possible causes, and provided, managed remediation activities, used tools for assessing authentic learning, provided timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth. The Grade 7 Social Studies teachers perceived themselves to be ‘satisfactory’ in the entire above mentioned component with critical requirement of ‘basic’ as evidenced by the point values which ranged between 1.51- 2.50.

The perceptions of the Grade 7 Social Studies teachers if they kept accurate records of grades/ performance levels of learners and conducted regular meetings with learners and parents to report learners progress is ‘highly proficient’ with descriptive equivalent of ‘outstanding’ as shown in the point value ranging from 3.51-4.00.

Based on the above results, the average weighted mean for planning assessing and reporting is 2.49 which is ‘satisfactory’ with critical requirement of basic.

The overall average weighted mean on the perceptions of the Grade 7 Social Studies teachers’ descriptive equivalent of ‘satisfactory’ and a critical requirement of ‘basic’. This implies that the Grade 7 Social Studies teachers still need improvement in teaching. The way to interest students is through teachers who are not only enthusiastic about their subject, but who are also steeped in their disciplines and who have the professional training as teachers to teach those subjects well.

Needs of the Grade 7 Social Studies teachers relative to

Their teaching needs

Based on the analysis on the teacher’s perceptions and on their IPCRF (Individual Performance and Commitment Form) results, the identified needs of the Grade 7 Social Studies teachers relative to their instructional competence. After extensive, in-depth review of what is happening in our classroom, it can be concluded that most powerful instrument for change, and therefore the place to begin, lies at the very core of education with teaching itself. A full needs assessment should be undertaken to determine what teachers acquire, both in the schools and in their professional lives if they are to routinely high- quality teaching.

Table 4
Needs of the Grade 7 Social Studies teachers in Salomague National High School Relative to their teaching needs in Social Studies

Competence	Identified needs
A. Lesson Planning	<ul style="list-style-type: none"> ✓ Strong professional development for teachers ✓ Continuing collegial contact, peer reinforcement and inputs from experts ✓ Mentoring, coaching and modeling
B. Instructional Delivery	<ul style="list-style-type: none"> ✓ Continuing professional education ✓ Innovative approaches and effective use of technology ✓ Professional training as teachers ✓ Leadership training
C. Assessment of Learning	<ul style="list-style-type: none"> ✓ Recognition and rewards ✓ Readily available materials and resources ✓ Improvement in the working environment

Lesson Planning

The Grade 7 Social Studies teachers in Salomague National High School need a strong professional development to improve the quality of their teaching for better students performance. Professional development means of planned, collaborative, educational process of continuous improvement of teachers that help them do the following: 1. Deepen their knowledge of the subjects they are teaching, 2. Sharpen their teaching skills in the classrooms, 3. Keep up with developments in their fields, and in the education generally, 4. Generate and contribute new knowledge to the profession and 5. Increase their ability to monitor students’ work so they can provide constructive feedback to students and appropriately redirect their own teaching.

A core premise of high- quality teaching is that the ability to teach is not something you’re born with, it can be learned and refined over time. Specific teaching skills, for example, the ability to distinguish what is most important for students to learn and what is hardest for them to understand, can only be acquired through training, mentoring, collaboration with peers, and practice these are exactly what teachers need to improve their levels of instructional competence.

If high- quality teaching is the leverage point for improving education, and if professional development is a prerequisite for a well- qualified and effective teaching core, then teachers need a focused support system and enough time to grow as professionals. When teachers work, they do not only stand in front of a classroom. In fact, preparation time, individual study time, as well as time for peer contact and joint lesson planning, is a vital source of instructional competence.

Instructional Delivery

There is a need for continuing professional education simply because the way to interest children is through teachers who are not only enthusiastic about their subjects, but who are not steeped in their disciplines and who have the professional trainings for teachers to teach their subjects well. Nor is this teacher training simply a matter of preparation, it depends just as much or even more, or sustained, high quality professional development. Better teaching is therefore grounded in improving the quality of teacher preparation and in making continuing professional education available for all teachers. Teaching innovation and high student performance are well documented where students’ improvements are anchored to an insistence on continuing professional education for teachers.

Teachers need technologies which are the relentless drivers behind the nation's standards of living- rigorous curriculum, high standard, effective teaching methods, challenging assessments, and how young people learn. In several schools, innovative approaches are being attempted, others have already started. Professional associations and their members can make their own important contributions to the teachers through sponsorships of workshops, clinics and new curriculum initiatives.

Providing opportunities for upgrading content knowledge for teachers, conducting subject- based workshops for all teachers, integrating technology into teaching, introducing new teaching methods, and improving skills for teaching specific subject matter of grade are only a far of the teachers needs to improve their instructional competence.

The Grade 7 teachers require not only access to technology but also regular training on how to use it effectively. An interactive, conversational web resource dedicated to instruction would provide links to an ever expanding knowledge base that would be invaluable in supporting high Quality professional development among the activities envisioned in technology access include data base for teachers containing teaching ideas, lessons plans, student work, and other resources containing interactive, online resource for conversations, meetings and idea sharing, an outlet to distance learning courses for K-12 students and their teachers, and interactive video, both for observing good teachers and critiquing teachers own teaching and for mentoring.

Assessment of Learning

Most importantly, teacher needs improvement in the working environment and make the teaching profession attractive for them. Efforts should be exerted to enhance teaching by providing materials, facilities, equipment, and mentor stipends. Incentives, whether in the form of cash awards, salary increases, support for further education, or community wide recognition are needed to encourage deserving teachers to remain in the teaching force and improve their skills. Salaries of all teachers must be made more competitive for their preparation and skills command high wages. For teachers to deliver high quality teaching, they must be empowered to do so. Generally, this kind of teaching means that school administrators, parents and policymakers must be willing to stand up for teachers as the primary drivers of student achievement. Teachers must be given the time they need within the school day to keep up with new development on their fields, teaching aids, materials, and technology.

Teachers must be encouraged to contribute knowledge back to their disciplines. They need the time and feedback necessary to reflect on their teaching, so they can get better at it. Teacher empowerment also means according teachers the respect they deserve for their judgments about learning, rewarding their professionalism, and paying them what they are worth. Needs assessment must also determine whether the necessary materials and resources, like laboratories and equipment, are readily available and whether teachers are adept in using technology.

Teachers, like other professional, need to fully advance through a series of career stages that reflect both their professional growth, teachers who demonstrate improvement in their must be appropriately acknowledgment.

Teachers also need to know that they are valued. When appropriate, civic organizations ought to demonstrate the community's appreciation to hard- working, highly accomplished teachers.



SUMMARY

This study employed the descriptive research design in its assessment of the instructional competence of the Grade 7 Social Studies teachers in Salomague National High School during the school year 2023-2024. The descriptive method research was used to present the professional profile of the Grade 7 Social Studies teachers in terms of highest educational attainment, number of years of teaching experience in Grade 7 and relevant trainings/ seminars attended. The same method research was used in the perceptions of the Grade 7 Social Studies teachers on the level of their instructional competence in terms of lesson planning, instructional delivery and assessment of learning and reporting based on the Individual Performance Commitment and Review Form (IPCRF) and analysis of identified needs of the Grade 7 Social Studies teachers relative to their instructional competence.

The study was conducted in Salomague National High School during the school year 2023-2024. The respondents were the forty-seven Grade 7 Social Studies teachers in the said school.

Frequency, percentage and average weighted mean were the statistical tools used test the data gathered.

Based on the assessment of the Grade 7 Social Studies teacher's level of instructional competence, an analysis was made on their identified needs.

FINDINGS

1.0. Professional Profile of the Grade 7 Social Studies teachers in Salomague National High School during the school year 2023-2024.

1.1. In terms of highest educational attainment, majority 21 out of 47 are masteral degree holders and 26 earned masteral units.

1.2. In terms of number of years of teaching experience, 93.62% (44 out of 47) have been teaching 6-10 years, three have been teaching for 1-5 years and two have been teaching for less than a year.

1.3. The Grade 7 Social Studies teachers have attended several relevant trainings and seminars.

2.0 Perceptions of the Grade 7 Social Studies teachers on the levels of their teaching needs in Social Studies

2.1. In terms of diversity of learners, the Grade 7 Social Studies teachers perceived themselves to have "satisfactory" rating classified as "basic requirement".

2.2. In terms of curriculum content and pedagogy, the Grade 7 Social Studies teachers' perceptions are described as "satisfactory" classified as "basic".

2.3. As to planning, assessing and reporting, the Grade 7 Social Studies teachers perceived themselves to have "satisfactory" rating classified as "basic".

2.4. Overall average weighted mean was 2.41 which belong to the "satisfactory" rating with "basic" requirement.

3.0 Needs of the Grade 7 Social Studies teachers relative to their teaching needs in Social Studies

3.1. The identified needs under lesson planning includes strong professional development for teachers, continuing collegial contact, peer reinforcement and inputs from experts, and mentoring, coaching and modeling.

3.2. For curriculum content and pedagogy, the identified needs are continuing professional education, innovative approaches and effective use of technology, professional training as teachers, and leadership training.

3.3. In terms of planning, assessing and reporting, the identified needs are recognition and rewards, readily available materials and resources, and improvement in the working environment.

4.0. Proposed development program to enhance the Grade 7 Social Studies teachers' teaching needs in Social Studies.

4.1. The teacher e-Module focused on the following components: diversity of learners, curriculum content and pedagogy and planning assessing and reporting.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Generally, the Grade 7 Social Studies teachers in Salomague National High School are Master of Arts graduates, had been teaching in Grade 7 Social Studies teachers for 6 to 10 years, and have been attending various relevant trainings and seminars.

2. The Grade 7 Social Studies teachers' level of teaching needs in Social Studies as perceived by them and their school heads are satisfactory or basic critical requirement.

3. The needs of the Grade 7 Social Studies teachers relative to their instructional delivery are professional development, education and training, peer mentoring, coaching and modeling, innovation and use of technology, recognition and rewards, materials and resources and improvement in their working environment.

RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are offered:

1. Based on what is learned from the needs of assessment, a system of professional development must immediately be implemented.

2. Policies should be input in place to ensure that instruction in the use of technology in general; including participation in the existing high quality programs designed for their purposes are given emphasis.

3. Follow- up studies may be conducted by other researchers to validate the findings of the study.

4. Other researchers may conduct similar studies in other grade levels to improve instructional competence.

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