

Proficiency of Social Science Teachers: A Comparative Study

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Abstract

This study investigated the self-perceived proficiency of Junior and Senior High School Social Science teachers in DepEd Samar Division, Philippines, against National Council for the Social Studies (NCSS) standards. The study compared Non-Education Graduates (NEG, N=36), Social Science Education Graduates (SSEG, N=41), and Non-major Social Science Education Graduates (NSSEG, N=20). Employing a descriptive-comparative research design, data were collected from 97 teachers using a validated, researcher-made instrument incorporating Likert-scale items and qualitative open-ended questions aligned with the five NCSS core competencies (Content Knowledge - CK; Application of Content through Planning - ACP; Design & Implementation of Instruction & Assessment - DIIA; Social Studies Learners & Learning - SSLL; Professional Responsibility & Informed Action - PRIA). Statistical analysis utilized descriptive statistics, Kruskal-Wallis H tests, and Mann-Whitney U tests ($\alpha=0.05$). Findings revealed that Education Graduates (both SSEG and NSSEG) reported significantly higher proficiency levels than NEG in ACP, DIIA, and PRIA. No significant differences were found among the three groups for CK and SSLL, nor between the two Education Graduate subgroups (SSEG vs. NSSEG) across all domains. PRIA emerged as the domain with the lowest overall perceived proficiency, while CK presented challenges particularly for NEG and NSSEGs. The results suggest that formal pedagogical training significantly influences perceived competence in planning, instruction, assessment, and professional responsibility, more so than subject-specific specialization for these domains. The study highlights specific professional development needs and informs the proposed intervention program, Project PROFESS, designed to address the identified competency gaps.

Keywords- Social Science Teachers, Teacher Proficiency, NCSS Standards, Educational Background, Pedagogical Content Knowledge, Professional Development

1. Introduction

The National Council for the Social Studies (NCSS) provides a vital framework outlining the expected proficiency of social science teachers, which is essential for developing informed and engaged citizens (NCSS, 2018). This framework, specifically the National Standards for the Preparation of Social Studies Teachers, comprises five core proficiencies: Content Knowledge (CK), Application of Content through Planning (ACP), Design & Implementation of Instruction & Assessment (DIIA), Social Studies Learners & Learning (SSLL), and Professional Responsibility & Informed Action (PRIA) (NCSS, 2018). In the Philippines, the teaching workforce includes Non-Education Graduates (NEG), who often possess strong content knowledge but lack formal pedagogical training. In contrast, Education Graduates (EG) include those who majored specifically in Social Science (SSEG), receiving both pedagogical training and specialized content preparation, and those who majored in other fields but now teach Social Science (NSSEG), often termed 'out-of-field teaching' (Boholano et al., 2021; Pacaña et al., 2019). This diversity raises critical questions about its impact on teaching effectiveness and student learning.

NEGs may struggle with pedagogical competencies such as translating content into engaging plans (ACP), implementing diverse instructional and assessment strategies (DIIA), or managing broader professional responsibilities (PRIA). NSSEGs, despite their pedagogical skills, might find it challenging to

apply these effectively to unfamiliar Social Science content, potentially affecting their content knowledge (CK) delivery and ability to plan discipline-specific lessons (ACP), consistent with out-of-field teaching challenges (Pacaña et al., 2019). Deficiencies from either a lack of pedagogical foundation or content-specific preparation could impede students' development of critical thinking, engagement with complex social issues, accurate assessment of learning, and ultimately, achievement of social science education goals. Broader issues in the Philippines include concerns regarding subject matter mastery among teachers, with a 2016 study revealing that most teachers could answer fewer than half of curriculum-aligned test questions (World Bank, 2016). A particularly significant issue in Social Science instruction is the high prevalence of specialization mismatch; EDCOM 2 found that 62% of high school teachers teach outside their college major (Senate of the Philippines, 2024), with Araling Panlipunan subject notably affected (Aguimlod et al., 2023).

While existing literature addresses frameworks like the Philippine Professional Standards for Teachers (PPST) and general teacher competencies (Francisco & Meneses, 2022; Villanueva & Andaya, 2021; Corpuz & Salandanan, 2018; Gultiano et al., 2023), there is a notable gap in research directly comparing NCSS-aligned competencies across these three distinct groups (NEG, SSEG, NSSEG) within the Philippine Social Sciences discipline. Furthermore, local research has yet to employ an internationally recognized, discipline-specific framework like the NCSS standards to analyze how different teacher preparation pathways translate into classroom practice. This study aims to address this by comprehensively comparing the perceived proficiency of NEG, SSEG, and NSSEG Social Science teachers across the five NCSS standards within the DepEd Samar Division. The findings are intended to provide nuanced empirical insights vital for designing targeted professional development programs and to significantly improve Social Science instruction in the Philippines (Valdez & Gabuyo, 2019).

2. Methodology

A quantitative, descriptive-comparative research design was employed. Data were collected from 97 Junior and Senior High School Social Science teachers in DepEd Samar Division. The study was conducted within public Junior and Senior High Schools under the jurisdiction of the Department of Education (DepEd) - Samar Division. The instrument was a validated, researcher-made questionnaire based on NCSS standards, utilizing Likert-scale items and open-ended questions for each of the five core competency domains: CK, ACP, DIIA, SSLL, and PRIA. Proficiency was measured by combining quantitative self-ratings (Likert-scale) and qualitative depth of understanding (open-ended responses) after conversion to a common 4-point rubric scale (Novice, Developing, Proficient, Exemplary). Content validity was ensured by a panel of five experts and further refined based on their feedback. Reliability was established with a Cronbach's alpha coefficient of .80 from a pilot test (Kumar, 2019). Total enumeration was used, with 97 out of 110 identified teachers participating (Kumar, 2019; Creswell & Creswell, 2023; Taherdoost, 2016; Saunders, Lewis, & Thornhill, 2019). Data analysis involved descriptive statistics (Frequency, Percentages, Mean, Standard Deviation), Kolmogorov-Smirnov test for normality, Kruskal-Wallis H tests, and Mann-Whitney U post-hoc tests (Kumar, 2019). Ethical clearance was obtained from the SSU Ethics Committee, and informed consent was secured from all participants, with strict adherence to data privacy laws (Republic Act No. 10173).

3. Results and Discussion

1.1. Profile of Social Science Teacher-Respondents

The teacher-respondents were predominantly female (73.2%), strongly aligning with the feminization of the teaching profession in the Philippines (Albert et al., 2018; PSA, n.d.). They had a mean age of 38 years

(SD=8.2), clustering in the 26-33 (33.0%) and 41-47 (27.8%) age brackets, suggesting a blend of youthful energy and mid-career experience (Balyer, 2017; Flores, 2017). The vast majority held permanent/regular positions (96.9%), indicative of a stable teaching force (Ronfeldt & McQueen, 2017). They were primarily in Teacher I, II, or III ranks (88.6% combined), with Teacher III being the most common (47.4%), aligning with typical DepEd career ladders tied to years of service and qualifications (DepEd Order No. 42, s. 2017; DepEd Order No. 7, s. 2023). This career progression reflects an investment in human capital (Becker, 1964). The largest group (64.9%) had 4-11 years of teaching experience, with an overall mean of 8.6 years (SD=5.7), indicating a predominantly mid-career group likely refining skills through situated learning and building self-efficacy through mastery experiences (Lave & Wenger, 1991; Bandura, 1986). A significant majority (46.4%) had completed academic requirements for a Master's Degree, or held one (20.6%), reflecting a strong commitment to professional growth and investment in human capital, which is linked to improved teaching quality (Balanquit et al., 2023; Bibon, 2022; Abella et al., 2024). While nearly all (96.9%) taught Araling Panlipunan, many also taught subjects outside their primary specialization, such as Economics, TLE, Mathematics, and Science, particularly among NEG's and NSSEG's. This "out-of-field teaching" (Adbheadhoncho, 2023) presents a challenge for Pedagogical Content Knowledge (PCK) development, impacting confidence and effectiveness (Shulman, 1986, 1987; Arendain & Limpot, 2022; EDCOM 2, 2024; Generalao et al., 2022).

3.2. Proficiency Levels of Social Science Teachers Based on NCSS Standards

3.2.1 Content Knowledge (CK)

CK showed a near-even split between 'Proficient' (47.4%) and 'Developing' (46.4%). This suggests many teachers perceive ongoing needs in mastering the breadth and depth of Social Studies, which is critical for PCK (Shulman, 1986, 1987). Qualitative data showed teachers actively researching challenging topics, indicating a recognition of the continuous effort required to deepen content expertise (Bandura, 1986; Becker, 1964; NCSS, 2018).

Table 1. Proficiency Level of Social Science Teachers on NCSS Standards along with Content Knowledge

Proficiency Level on Content Knowledge	Educational Background						Total	%
	Non-Education Graduate		Major in Social Science Education Graduate		Non-major in Social Science Education Graduate			
		%		%		%		
Exemplary Level	1	2.8	3	7.3	0	0.0	4	4.1
Proficient Level	15	41.7	24	58.5	7	35.0	46	47.4
Developing Level	19	52.8	14	34.1	12	60.0	45	46.4
Novice Level	1	2.8	0	0.0	1	5.0	2	2.1
Total	36	100.0	41	100.0	20	100.0	97	100.0

3.2.2 Application of Content Through Planning (ACP)

Teachers expressed high confidence in ACP, with 'Proficient' being the dominant rating (76.3%), and 'Exemplary' at 13.4%. This aligns with PCK, where transforming subject matter into comprehensible lessons is central (Shulman, 1986, 1987). Qualitative responses frequently described integrating technology, connecting content to real-world issues, and aligning with curriculum guides (Journell, 2017; Bandura, 1986; Lave & Wenger, 1991).

Table 2. Proficiency Level of Social Science Teachers on NCSS Standards along Application of Content Through Planning

Proficiency Level on Application of Content through Planning	Educational Background						Total	%
	Non-Education Graduate	%	Major in Social Science Education Graduate	%	Non-major in Social Science Education Graduate	%		
Exemplary Level	6	16.7	5	12.2	2	10.0	13	13.4
Proficient Level	25	69.4	34	82.9	15	75.0	74	76.3
Developing Level	4	11.1	2	4.9	2	10.0	8	8.2
Novice Level	1	2.8	0	0.0	1	5.0	2	2.1
Total	36	100.0	41	100.0	20	100.0	97	100.0

3.2.3 Design and Implementation of Instruction and Assessment (DIIA)

'Proficient' was the most frequent rating (68.0%) for DIIA, but a notable proportion (22.7%) rated themselves as 'Developing'. This indicates that while many feel proficient in practical teaching and assessment, implementing diverse strategies remains a challenge for a significant segment (Shulman, 1986, 1987). Qualitative data showed a mix, with some teachers using performance-based tasks and digital platforms (Black & Wiliam, 1998; Wiliam, 2018; Stiggins, 2014), while others reported more traditional methods. This aligns with findings suggesting complexities in mastering these skills (Boholano et al., 2021).

Table 3. Proficiency Level of the Three Groups Social Science Teachers on NCSS Standards along with Design and Implementation of Instruction and Assessment

Proficiency Level	Educational Background						Total	%
	Non-Education Graduate	%	Major in Social Science Education Graduate	%	Non-major in Social Science Education Graduate	%		
Exemplary Level	4	11.1	2	4.9	1	5.0	7	7.2
Proficient Level	22	61.1	31	75.6	13	65.0	66	68.0
Developing Level	9	25.0	8	19.5	5	25.0	22	22.7
Novice Level	1	2.8	0	0.0	1	5.0	2	2.1
Total	36	100.0	41	100.0	20	100.0	97	100.0

3.2.4 Social Studies Learners and Learning (SSLL)

Teachers expressed high confidence in SSLL, with 'Proficient' (57.7%) and 'Exemplary' (27.8%) being dominant. This suggests teachers feel attuned to student needs, backgrounds, and developmental characteristics, crucial for fostering inclusive learning environments (NCSS, 2017; Larson & Libresco, 2018). Qualitative descriptions highlighted empowering students, fostering critical thinking, and connecting learning to real life (Barton & Levstik, 2004; Parker, 2010; Cornelius-White, 2007; Hamre & Pianta, 2001; Partnership for 21st Century Learning, n.d.).

Table 4. Proficiency Level of Social Science Teachers on NCSS Standards along with Social Studies and Learning

Proficiency Level on Social Studies and Learning	Educational Background						Total	Percent
	Non-Education Graduate	%	Major in Social Science Education Graduate	%	Non-major in Social Science Education Graduate	%		
Exemplary Level	11	30.6	11	26.8	5	25.0	27	27.8
Proficient Level	19	52.8	24	58.5	13	65.0	56	57.7
Developing Level	6	16.7	6	14.6	1	5.0	13	13.4
Novice Level	0	0.0	0	0.0	1	5.0	1	1.0
Total	36	100.0	41	100.0	20	100.0	97	100.0

3.2.5 Professional Responsibility and Informed Action (PRIA)

This domain presented the greatest perceived challenge, with a near-even split between 'Developing' (47.4%) and 'Proficient' (46.4%). 'Exemplary' ratings were rare (3.1%). This suggests teachers feel less prepared or have fewer opportunities for broader professional roles like advocacy and addressing social justice issues (NCSS, 2017; Kumashiro, 2000; Cochran-Smith, 2004). Qualitative responses reflected this, with some describing concrete actions within the school, while others expressed limited scope or inaction (Valdez & Gabuyo, 2019; Gorski, 2019; Wenner & Campbell, 2017).

Table 5. Proficiency Level of Social Science Teachers on NCSS Standards along with Professional Responsibility and Informed Action

Proficiency Level	Educational Background						Total	Percent
	Non-Education Graduate	%	Major in Social Science Education Graduate	%	Non-major in Social Science Education Graduate	%		
Exemplary Level	1	2.8	1	2.4	1	5.0	3	3.1
Proficient Level	17	47.2	21	51.2	7	35.0	45	46.4
Developing Level	16	44.4	19	46.3	11	55.0	46	47.4
Novice Level	2	5.6	0	0.0	1	5.0	3	3.1
Total	36	100.0	41	100.0	20	100.0	97	100.0

3.3. Comparison of Proficiency Levels Between Teacher Groups

The Kruskal-Wallis H test revealed significant differences between groups in ACP ($\chi^2 = 6.931, p = .031$), DIIA ($\chi^2 = 6.421, p = .040$), and PRIA ($\chi^2 = 8.004, p = .018$). No statistically significant differences were found for CK ($\chi^2 = 4.921, p = .085$) and SSLL ($\chi^2 = 5.098, p = .078$).

Table 6. Comparison Between Education Graduates and Non-Education Graduates Social Science Teachers' Proficiency Level Based on the NCSS Standards

NCSS Domains	Educational Background	N	Mean Rank	χ^2 - value	p-value	Evaluation
CK	Non-Education	36	42.78	4.921	.085	ns
	Social Science Education Graduate	41	50.02			
	Non-Social Science Education Graduate	20	58.10			
	Total	97				
ACP	Non-Education	36	41.74	6.931	.031	S
	Social Science Education Graduate	41	52.93			
	Non-Social Science Education Graduate	20	54.03			
	Total	97				
DIIA	Non-Education	36	41.33	6.421	.040	S
	Social Science Education Graduate	41	52.84			
	Non-Social Science Education Graduate	20	54.93			
	Total	97				
SSLL	Non-Education	36	42.14	5.098	.078	ns
	Social Science Education Graduate	41	51.11			
	Non-Social Science Education Graduate	20	57.03			
	Total	97				
PRIA	Non-Education	36	39.69	8.004	.018	s
	Social Science Education Graduate	41	53.72			
	Non-Social Science Education Graduate	20	56.08			
	Total	97				

Legend:

Significant at 0.05 level (2-tailed);

ns = not significant; * = significant

CK – Content Knowledge

ACP – Application of Content through Planning

DIIA – Design & Implementation of Instruction & Assessment

SSLL – Social Studies Learners & Learning

PRIA – Professional Responsibility & Informed Action

Post-hoc Mann-Whitney U tests provided a more granular understanding:

3.3.1 Application of Content through Planning (ACP)

NEGs reported significantly lower proficiency compared to both SSEGs ($U = 568.5, p = .024$) and NSSEGs ($U = 268, p = .038$). The two Education Graduate groups (SSEG and NSSEG) did not differ significantly from each other ($U = 401.5, p = 0.85$). This strongly implies that formal pedagogical training, irrespective of the specific major within education, provides a distinct advantage in planning instruction (Becker, 1964; Darling-Hammond, 2017; Kunter et al., 2013; Shulman, 1987; van Driel, Beijaard, & Verloop, 1998; Journell, 2017).

3.3.2 Design & Implementation of Instruction & Assessment (DIIA)

Similar to ACP, NEGs reported significantly lower proficiency than SSEGs ($U = 562, p = .035$) and nearly significantly lower than NSSEGs ($U = 260, p = .052$). No significant difference was found between SSEG and

NSSEG ($U=391.5, p=0.671$). This reinforces that foundational teacher education significantly impacts teachers' perceived ability to effectively deliver instruction and assess student learning using diverse methods (Becker, 1964; Shulman, 1987; van Driel, Beijaard, & Verloop, 1998; Darling-Hammond, Hyler, & Gardner, 2017; Black & Wiliam, 1998; Stiggins, 2014; Wiliam, 2018; Zeichner, 2010).

3.3.3 Professional Responsibility & Informed Action (PRIA)

PRIA also showed significantly lower proficiency among NEG's compared to both SSEGs ($U=524.5, p=.015$) and NSSEGs ($U=238.5, p=.020$). Again, no significant difference was found between the two EG groups ($U=390, p=0.72$). This suggests formal teacher education plays a crucial role in developing broader professional responsibilities (Osguthorpe & Sanger, 2013; Kumashiro, 2000; Cochran-Smith, 2004; Valdez & Gabuyo, 2019; Gorski, 2019; Wenner & Campbell, 2017; Bandura, 1986).

3.3.4 Domains with No Significant Differences: CK and SSLL

The lack of significant differences in CK and SSLL suggests that other factors beyond initial educational background, such as on-the-job experience and continuous learning, play a more prominent role in developing perceived competence in content mastery and understanding learners (Shulman, 1987; Pacaña et al., 2019). The high proficiency and lack of difference in SSLL particularly align with Situated Learning Theory (Lave & Wenger, 1991), where learning about students is deeply embedded in daily classroom interactions within the school community (Putnam & Borko, 2000). Social Cognitive Theory (Bandura, 1986) also suggests that self-efficacy in understanding students is built through continuous observation, successful interactions, and feedback within the classroom (Tschannen-Moran & Woolfolk Hoy, 2001).

Table 7. Post Hoc Analysis on the Comparison Between Three Groups of Social Science Teachers' Proficiency Level Based on the NCSS Standards

NCSS Domain	Pair	U-test	p-value	Evaluation
<i>Application of Content through Planning</i>	Non-Education Graduates vs Social Science Education Graduates	568.5	0.024	s
	Non-Education Graduates vs Non-Social Science Education Graduates	268	0.038	s
	Social Science Education Graduates vs Non-Social Science Graduates	401.5	0.85	ns
<i>Design & Implementation of Instruction & Assessment</i>	Non-Education Graduates vs Social Science Education Graduates	562	0.035	s
	Non-Education Graduates vs Non-Social Science Education Graduates	260	0.052	s
	Social Science Education Graduates vs Non-Social Science Graduates	391.5	0.671	ns
<i>Professional Responsibility & Informed Action</i>	Non-Education Graduates vs Social Science Education Graduates	524.5	0.015	s
	Non-Education Graduates vs Non-Social Science Education Graduates	238.5	0.02	s
	Social Science Education Graduates vs Non-Social Science Graduates	390	0.72	ns

4. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

The study concludes that the profile of Social Science teachers in DepEd Samar Division reflects a predominantly female, mid-career, and stable workforce, with a significant proportion pursuing postgraduate studies, indicating an investment in professional growth (Human Capital Theory). However, the prevalence of teaching outside their primary specialization, particularly among NEG and NSSEGs, presents a practical challenge influencing the development of Pedagogical Content Knowledge (PCK) (Situated Learning Theory).

Teachers generally perceive high proficiency in Social Studies Learners & Learning (SSLL) and Application of Content through Planning (ACP). This high self-perception in SSLL, consistent across all groups, is strongly supported by Situated Learning Theory and Social Cognitive Theory, suggesting that understanding learners is significantly developed through practical, daily interaction within the school's community of practice, potentially mitigating initial differences from formal training. The high ratings in ACP align with the emphasis on planning in teacher preparation and reflect a key component of PCK.

Professional Responsibility & Informed Action (PRIA) emerged as the area of greatest perceived challenge, with nearly half of the teachers rating themselves at the 'Developing' level. Content Knowledge (CK) also presented a challenge, particularly for NEG and NSSEGs. The lower self-perceived proficiency in PRIA, as discussed through Social Cognitive Theory and Human Capital Theory, may indicate fewer opportunities, models, or structured support for engaging in broader professional roles like advocacy and addressing social justice issues compared to core instructional duties. The perceived need for growth in CK, particularly among NEG and NSSEGs, underscores the ongoing nature of content mastery in a multidisciplinary field and its foundational role in developing robust PCK.

A statistically significant difference exists in self-perceived proficiency levels between Non-Education Graduates (NEG) and Education Graduates (both SSEG and NSSEG) in key pedagogical and professional domains: Application of Content through Planning (ACP), Design & Implementation of Instruction & Assessment (DIIA), and Professional Responsibility & Informed Action (PRIA). As explained by Human Capital Theory, formal pedagogical training received by Education Graduates represents a targeted investment in the specific skills required for effective instructional design, delivery, assessment, and broader professional engagement. This training provides a distinct advantage in developing the necessary PCK for ACP and DIIA, and the foundational understanding for PRIA, compared to the initial preparation of NEG.

No statistically significant difference was found among the three groups (NEG, SSEG, NSSEG) regarding self-perceived proficiency in Content Knowledge (CK) and Social Studies Learners & Learning (SSLL). This suggests that while formal education contributes to pedagogical skills (ACP, DIIA), the development of content knowledge and the crucial ability to understand and connect with learners are competencies significantly shaped by practical experience, continuous learning (as highlighted by Human Capital Theory's view on ongoing investment), and immersion in the school context (Situated Learning Theory), as well as ongoing learning processes described by Social Cognitive Theory.

No statistically significant difference was found between the two subgroups of Education Graduates (Social Science Majors - SSEG vs. Non-Majors - NSSEG) across all five NCSS domains. This indicates that general pedagogical training, rather than subject specialization within education, was the primary differentiator compared to NEG for the domains showing significant differences (ACP, DIIA, PRIA). This further supports the conclusion that the pedagogical component of education degrees is a key factor in

perceived proficiency in these areas.

4.2. Recommendations

Based on the findings and conclusions, the following recommendations are made:

- a. Implement targeted professional development programs specifically designed for Non-Education Graduate (NEG) teachers. This training should provide foundational pedagogical knowledge, practical skills in lesson design, diverse instructional strategies, effective assessment techniques, and an understanding of broader professional roles, aligning with the principles of Human Capital Theory by investing in their specific pedagogical and professional capital.
- b. Offer continuous professional development opportunities accessible to all Social Science teachers (NEG, SSEG, NSSEG) focusing on enhancing proficiency in Professional Responsibility and Informed Action (PRIA). Development in this area is crucial, and should include training on ethical conduct, collaboration, advocacy, engaging with social justice issues, and continuous professional growth. This aligns with the need for ongoing investment in human capital and leverages Social Cognitive Theory.
- c. Provide optional or targeted content refreshers and Pedagogical Content Knowledge (PCK) workshops, particularly beneficial for NEGs and NSSEGs. Workshops should focus on challenging topics relevant to the Samar context and effective ways to teach them, directly addressing the development of PCK by integrating content mastery with pedagogical strategies. This supports the continuous accumulation of human capital in content areas.
- d. Develop and implement a formal mentorship program and strengthen Professional Learning Communities (PLCs). Pairing experienced and proficient Education Graduates (both SSEG and NSSEG) with Non-Education Graduates and novice teachers can provide individualized guidance and support. Formalized PLCs should facilitate peer support, collaborative planning, and sharing of effective instructional and assessment strategies. These structures leverage Situated Learning and Social Cognitive Theories.
- e. Recognize and utilize the teachers' common perceived strength in understanding Social Studies Learners and Learning (SSLL). Encourage teachers identified as exemplary or proficient in this area to share successful strategies for student engagement, differentiation, and creating inclusive environments within PLC meetings or division-wide sharing sessions. This leverages existing human capital and expertise.
- f. It is strongly recommended to implement the proposed intervention program, Project PROFESS, which is specifically designed to address the identified competency gaps. Project PROFESS should provide structured training modules targeting the areas where NEGs lagged (ACP, DIIA, PRIA), foster collaborative learning through PLCs, and establish a supportive mentorship system.
- g. Conduct further research using objective measures to validate self-assessment findings. Future studies should use methods such as structured classroom observations based on NCSS/PPST indicators and analysis of teacher portfolios. Research should also investigate the long-term impact of targeted interventions like Project PROFESS on both teacher practice and student outcomes.

5. Proposed Intervention Program: Project PROFESS

5.1. Rationale

Project PROFESS is a targeted intervention responding to a study on competency needs among Junior and Senior High School Social Science teachers in DepEd Samar. The research identified significant differences in self-perceived proficiency between Non-Education Graduates (NEGs) and Education Graduates (EGs). NEGs reported lower skills in Application of Content through Planning (ACP), Design & Implementation of Instruction & Assessment (DIIA), and Professional Responsibility & Informed Action (PRIA). These findings suggest NEGs may lack formal pedagogical training, which is crucial for effective teaching according to Human Capital Theory (Becker, 1964) and supported by educational research (Darling-Hammond, 2017; Kunter et al., 2013). Qualitative data supported these gaps, showing differences in planning and assessment approaches (Boholano et al., 2021; Palompon et al., 2020). Professional Responsibility & Informed Action (PRIA) was challenging for all teachers, with the lowest overall self-ratings. Potential Content Knowledge (CK) gaps were also noted, especially for NEGs and EGs teaching outside their major (Pacaña et al., 2019).

Project PROFESS aims to address these gaps through a structured program. It will provide foundational pedagogical support for NEGs and professional growth and content enrichment for all participating teachers. Anticipated benefits include improved teacher competence leading to more engaging and effective Social Science instruction, improved student learning outcomes, and a strengthened professional learning community within the division. The program design incorporates strategies to manage resource, time, and participation challenges.

5.2. Description of the Intervention

Project PROFESS aims to enhance the NCSS-aligned competencies of all Junior and Senior High School Social Science teachers in DepEd Samar, providing targeted support for NEGs while fostering growth for all. Guided by principles of being needs-based, standards-aligned (NCSS & PPST), collaborative, practical, and sustainable, the program integrates several components delivered through a blended approach.

5.3. Implementation Strategy and Feasibility

Project PROFESS uses a blended model combining intensive face-to-face workshops/seminars (approx. 10 days in Year 1) and ongoing support through PLCs and mentorship. An online platform will host resources and facilitate communication. A phased rollout is planned, focusing on foundational pedagogy and professionalism in Year 1, with reinforcement and content enrichment in subsequent years. Strategies to enhance feasibility include integrating PLC meetings into existing schedules, recognizing participation, designing usable workshop outputs, and leveraging internal expertise. Strong support from DepEd Samar Division leadership and School Heads is crucial for scheduling, resources, and fostering a supportive culture. Sustainability will be promoted by training internal facilitators/mentors, building a digital resource repository, and embedding PLC practices in schools.

5.4. Evaluation Plan

The effectiveness of Project PROFESS will be rigorously evaluated using a mixed-methods approach, focusing on changes in teacher competency, classroom practice, and perceived program value. Key outcome measures include changes in teachers' self-perceived proficiency across the five NCSS domains (measured

pre- and post-intervention); demonstrable quality improvements in lesson plans and assessment tools developed; observable shifts towards more diverse and effective instructional/assessment practices in the classroom; levels of active participation and perceived usefulness of PLCs and mentorship; increases in teacher confidence and self-efficacy regarding targeted competencies; and, as a long-term indicator, potential positive trends in student engagement and performance data within participating teachers' classrooms.

Data collection will involve: pre- and post-intervention administration of the NCSS-based proficiency self-assessment instrument; rubric-based analysis of artifacts (e.g., UbD unit plans, performance tasks with rubrics) produced during workshops and PLC activities; structured classroom observations (using tools aligned with NCSS/PPST indicators) for a representative sample of participants at baseline and follow-up points; anonymous surveys and feedback forms after each major module; mid-year and end-of-year focus group discussions with distinct participant groups (NEGs, EGs, mentors, mentees) to gather in-depth qualitative insights; and review of PLC minutes and mentorship logs/reflective journals to gauge engagement and identify recurring themes or challenges. Analysis techniques will include appropriate statistical tests for quantitative data (e.g., paired t-tests or Wilcoxon signed-rank test) and thematic analysis for qualitative data. Regular progress reports will be submitted to DepEd Samar Division leadership to inform ongoing program refinement.

5.5. Project Timeline And Budgetary Requirements (3 Years)

Project PROFESS is planned over a three-year timeline, with activities phased to build teacher capacity progressively. Year 1 focuses on foundational training and establishing support structures, requiring the highest estimated budget due to intensive workshops. Year 2 continues with reinforcement and introduces content enrichment, with a slightly reduced budget. Year 3 emphasizes sustainability and long-term impact assessment, having the lowest annual estimated cost.

The estimated budget for Project PROFESS is categorized to ensure clear allocation and tracking of funds across the three-year implementation period. Each category represents essential expenditures: Personnel Costs (compensation for trainers, facilitators, mentors), Workshop/Seminar Costs (venue, materials, food), Travel Expenses (for participants or trainers), and Materials & Supplies (printing, online platform fees).

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