TEACHERS' COMPETENCE IN TEACHING SOCIAL SCIENCE IN SENIOR HIGH SCHOOL

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Abstract: **The quantitative-qualitative research study was conducted to determine the level of competence (skills), competence (knowledge), competence (classroom pedagogy) and competence (students' support) among teachers' teaching Social Science in Schools Division of Iloilo City for school year 2018-2019. Twenty five (25) teachers were involved as respondents in the study using purposive sampling technique. Researcher-made questionnaires on competence (skills), Competence (knowledge) competence (classroom pedagogy) and competence (student support) using 5 point Likert scale to determine the parameters of the study, further, this questionnaire underwent validation process; result was .09 submitted to the panel of experts for fielding. As to reliability, the researcher follows the protocol of the research process to avoid unequal outcomes of the result. All the data were computer processed. Descriptive data analysis using means, frequency count and percentage and standard deviations were utilized. Respondents were grouped as to age, sex, educational attainment and length of service variables were all "very high". The standard deviations obtained from all the variables in the study are homogeneous. T-test results revealed no significant differences in the levels of Competence (skills), competence (knowledge), competence (classroom pedagogy) and competence (students support) in terms of sex. The Analysis of Variance results revealed no significant differences in the levels of competence (skills), competence (knowledge), competence (classroom pedagogy) and competence (students' support). Moreover, in qualitative side using Braun and Clarks patterned in formulation of themes; results revealed there were four generated themes formulated in the study such as, time management, perplexed with students' behavior, multiple designation teachers and challenged neophyte.**

Keywords: Teacher's Competence, Social Science, Senior High School, Mixed-Methods.

1. INTRODUCTION

Background of the Study

The manifold complexities of today's society severely challenge individuals. The 21st-century learners need competent teachers to profile the knowledge and skills need in the future. As observed in recent years, the quality of education has significantly changed due to an intervention of the DepED to enhance teachers in their professional growth, training and seminars on skills, knowledge, classroom pedagogy and even support to students. This to provide students better knowledge to utilize in the near future. Nowadays, a school focuses on the competences which are crucial in delivering quality education in all levels in the division of Iloilo city schools. Whereby, the social science teachers envisioned students to obtain high academic performance and this will be attained with the equipped knowledge and skills of the teachers. Facilitator who are academically, culturally, socially competent, talented, innovative and creative problem-solvers, skilled and critical thinkers fill in the needs of diverse students in the classroom.

This was supported by, Mezieobi and Osakwe (2003), Esu and Inyang-Abia (2004), and Mezieobi (2007) have indicated that the essence of social science instruction in school is to equip the learner with attitudes, values, knowledge, and skills to attain excellent performance in the classroom.

Along with this, DepEd Order No. 6 series 2018, the **K**-**12** Basic Education Program aims to provide every Filipino child with the education s/he **needs to** compete in the global context. The **goal** of the new curriculum is to give Filipino students enough time to master skills and concepts so that they are ready for tertiary education when the time comes. Educator must use **teaching strategies** to ensure that the focus in education is on preparing today's children for the future of where they will live and where they will work, not for our current world. Moreover, the school need skillful, knowledgeable and know how to strategize teachers to demonstrate high competence, embrace dynamic changes in the society. Thus, the institution's success that is hinged on the Vision, Mission, and Core Values of the Department of Education, is actualized.

Along with this, Enhanced Basic education Act of 2013, Sec. 2.Declaration of policy states that; the state shall establish, maintain and support a complete and adequate and integrated system of education relevant to the needs of the people the country and society at large. Likewise, it is hereby declared the policy of the State that every graduate of basic education shall be empowered individual who has learned, through a program that is rooted on sound educational principles.

As stipulated in Section 7 states that, to ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepED and the CHED, in collaboration with relevant partners in government academe, shall conduct training programs to meet the content and performance standards of the new K-12 curriculum. Thus, to ensure the quality standards for teachers in the educational system.

It is therefore instructive that social science teachers are competent on their field of specialization competing to fill in the current educational reforms and policies to support student's educational advancement and to compete in the global world.

This was confirmed by (Education 2013), that teachers are more effective if they utilize strategies in teaching (Education, 2013). Thus, in order to accomplish the multiple goals of teachers in global education, the researcher have to proposed capability framework to fill in the pace in education to produce quality students. Thus, this dissertation is undertaken to determine teachers' competence in teaching social science in the Senior High School. It would be interesting to know which among the variables generally got significant difference and not significant at the same time. The study would also know the experiences encountered in teaching social science relative to their teaching endeavour. Finally, the study would also derive a qualitative data to validate quantitative results of the variables. Hence, this study.

Statement of the Problem

The main concerned of this study is to investigate teacher's competence in teaching social science in the Division of Iloilo City Schools for the school year 2018-2019.

Specifically, this study sought answers to the following questions:

1. What is the level of competence (skills)of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment and length of service?

2. What is the level of competence (knowledge) of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment length of service?

3. What is the level of competence (classroom pedagogy)of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment length of service?

4. What is the level of competence (student's support) of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment length of service?

5. Are there significant differences in the level of competence (skills) of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment length of service?

6. Are there significant differences in the level of competence (knowledge) of the respondents when taken as a whole as an entire group and when classified as to sex, age, marital status, and educational attainment length of service?

7. Are there significant differences in the level of competence (classroom pedagogy) of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment length of service?

8. Are there significant differences in the level of competence (student's support) of the respondents when taken as an

entire group and when classified as to sex, age, marital status, educational attainment length of service?

9. What are the experiences encountered by social science teachers in teaching the Senior High School students?

Null Hypotheses

The following hypotheses were advanced:

1. There are no significant differences in the level of competence (skills) of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment and length of service?

2. There are no there significant differences in the level of competence (knowledge) of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment length of service?

3. There are no significant differences in the level of competence (classroom pedagogy)of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment length of service?

4. There are no significant differences in the level of competence (student's support) of the respondents when taken as an entire group and when classified as to sex, age, marital status, educational attainment length of service?

Theoretical Framework

The research is anchored on the scholarly theoretical framework of (Bandura 2001); he contended that skills and knowledge are important in the context of teaching and the learning process of the students. At the same time, he added that ability is directly related to the context of the activity. Every action is filtered by this belief. Therefore, teacher effectiveness would seem to influence teachers' decisions and actions as they relate to how they design their instructional program. Thus, teachers with high self-worth are confident in their competences to produce positive student outcomes. For the purpose of this study, teachers' competences were explored in the context of the classroom as well as student outcomes.

Social Cognitive Theory (Bandura, 1997, 1999) presents a compelling argument could accomplish a task successfully would more likely encourage participation in such a task. Human beings interact with their environment within a social system; and this interaction results in cognitive processes, behaviors, and future actions. Humans acquire knowledge and skills that, in turn, affect future performance. Humans also learn by proxy, by watching others interact with their environment. They develop competencies and self-regulate future actions. It is through the process of self-reflection that future courses of action are mentally rehearsed and transformed into action, and beliefs about one's competences are formed. Perceived competences are the belief that leads people to expect certain outcomes for specific behaviors; it helps them set goals and engage in action. Bandura (1999) called self-worth the "foundation of human agency".

He suggested that for thought to turn into action, people need to believe they can accomplish this action; and without this belief, there would be little incentive to act. When a person believes that he or she has the competences required to be successful at a certain task, he or she is more likely to engage in it. Bandura (1994) stated that people with a strong sense of competences "approach difficult tasks as challenges to be mastered rather than as threats to be avoided". Teachers who have a high sense of competences are more likely to engage in tasks that lead to successful experiences. A successful experience for a teacher should be considered as one that leads to positive outcomes for students, regarding human agency, and within it is the self-worth construct.

Educational research has several areas of study related to teacher competences such as, skills, knowledge, classroom pedagogy and support to students. These were the lenses used in this study that seeks to identify qualities of teacher effectiveness. It will be focused on teacher's competences and effectiveness through performance. Likewise, Bandura (2001) suggested that all of these cognitive processes result in a perceived sense of what a person is competent of doing. Humans first have to exercise some form of control over what they intend to do. They plan their activity before they perform it. They engage in this activity and purposefully use strategies that they have acquired, such as self-directedness and self-regulation. After engaging in the task, they reflect over their performance. This self-reflection leads humans to make conclusions about their own competences. This is how perceived effectiveness develops. Meanwhile *Cognitivist Theory* views human being as having the innate capacity to develop logical thinking. The school of thought was influenced by jean Piaget"s work where he suggests that logical thinking is the underlying factor for the skills and knowledge of an individual. The process of association has been used to describe the means by which the social science

teachers are cpmpetent to what is effective along educational system. The bridge by which certain associations are made is abilities. Cognitivists say that the conditions for teaching in the senior high school are the same conditions that are necessary for any kind of skills or knowledge. The environment provides the material that the teachers can teach on. Teaching the students, as a cognitive process, involves internal interpretations that regulate and guide performance; thus aiming better effective and capable in the field of education.

Conceptual Framework

This study conceptualizes the respondents profile of the respondents as to age, sex, marital status, educational attainment and length of service are the independent variables, whereas, teaching competence such as skills, knowledge, classroom pedagogy and students' support are the dependent variables. Experiences encountered in teaching Social Science are included in the framework model.
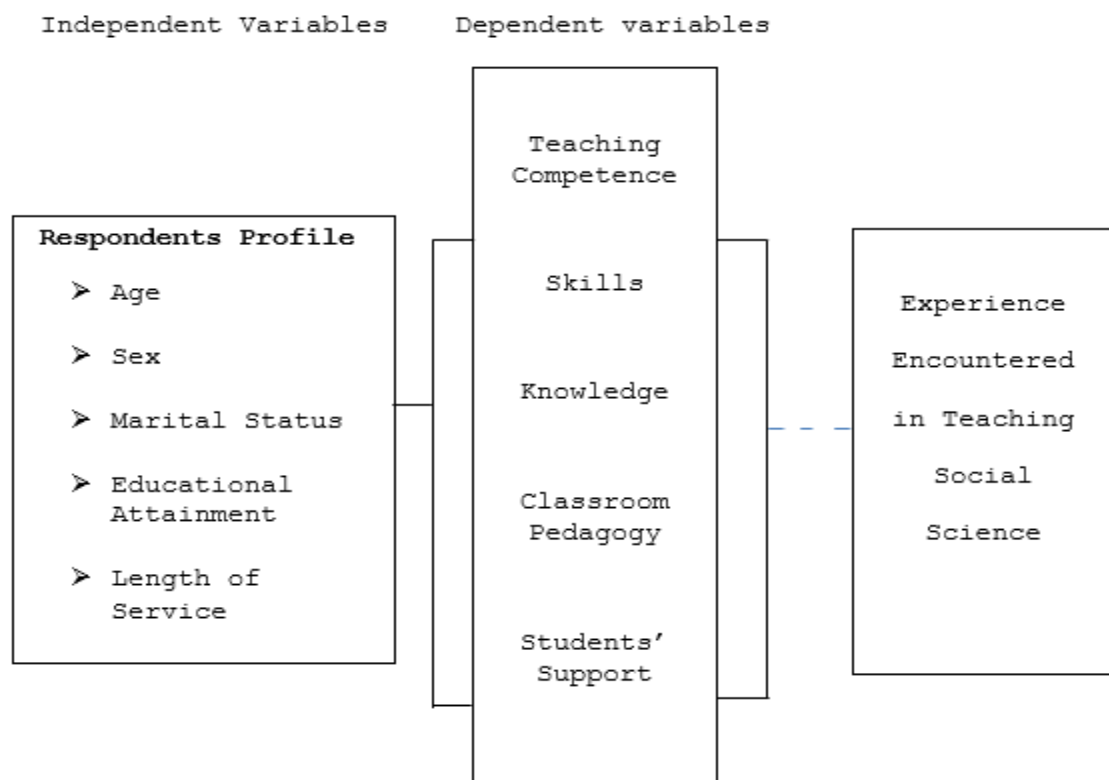

Figure 2. The Competence Model

2. REVIEW OF RELATED LITERATURE AND STUDIES

This section discusses literature and studies conducted through the years that are related to the present study under investigation. Conceptual literature is provided first followed by related studies. This part is concluded by a summary of the related literature and studies presented.

Competence (Skills)

Increasingly, as the world becomes a global society, education is seen by many as an important avenue for national development. Economic growth and improved living standards are considered to be linked directly to education, the role of teachers is vital to maintaining the highest quality of education. Teachers take a high-performing job that will enable students to become assets to the community and to become future leaders of the nation. This is possible when teachers possess knowledge and skills that will encourage students to exert effort in their academic performance.

Ye, S., Lee, J., Stodden, D., & Gao, Z. (2018).   This study examined the feasibility of recruiting and collecting data of Indonesian pre-schooler's fundamental motor skill (FMS) competence, perceived motor competence, and physical activity

in school. A secondary purpose was to explore the relationship among perceived motor competence, FMS competence, school day physical activity behaviors, playground physical activity behaviors, and sex of Indonesian preschoolers from urban and rural environments. Preschoolers ($N = 66$; $n = 35$ rural, $n = 31$ urban) were evaluated on the Pictorial Scale of Perceived Movement Skill Competence (PMSC), Perceived Physical Competence subscale (PPC). FMS competence was evaluated using the Test of Gross Motor Development-3. Three-day accelerometry at school yielded percent of school day and percent of playground time spent in moderate-to-vigorous physical activity (MVPA) and sedentary behaviors. Children spent 80% of the school day in sedentary behavior and 7% in MVPA. There were sex differences ($p < .05$) in ball skills favoring boys, and location differences on sedentary playground behaviors ($p < .05$) with rural children being more sedentary. Children felt "pretty good" about their motor skills (3.29–3.46) on the PPC and PMSC. Regression analyses revealed that location and locomotor skills predicted 13.8% of playground sedentary behaviors; PPC and locomotor skills explained 13.3% of MVPA on the playground; and ball skills predicted 7.7% of PPC. These findings emphasize the need for early motor skill and physical activity interventions and highlight the importance of perceived motor competence.

Levy, Y., & Ramim, M. M. (2015), on the assessment of tangible skills and competence. Specifically, there is an increase in the offerings of competency-based assessments, and some academic institutions are offering college credits for individuals who can demonstrate adequate level of competency on such assessments. An increased interest has been placed on competency-based computer simulations that can assist learners to gain tangible skills. While computer simulations and competency-based projects, in general and particularly in management, have demonstrated great value, there are still limited empirical results on their benefits to e-learners. Thus, we have developed a quasi-experimental research, using a survey instrument on pre- and post-tests, to collect the set of 12 management skills from e-learners attending courses that included both competency-based computer simulations and those that didn't. Our data included a total of 253 participants. Results show that all 12 management skills measures demonstrated very high reliability. Our results also indicate that all 12 skills of the competency-based computer simulations had higher increase than those that didn't. Analyses on the mean increases indicated an overall statistically significant difference for six of the 12 management skills enhancements between the experimental and control groups. Our findings demonstrate that overall computer simulations and competency-based projects do provide added value in the context of e-learning when it comes to management skills

Teachers at all levels possess important skills. Professional expertise and knowledge of the organization are clearly necessary in order to engender trust and respect. Teachers have the abilities to both develop a vision and communicate the vision to the group. Team building is especially important in order to enable all members of the group to contribute to the goal in a meaningful manner. Capabilities in conflict resolution and negotiation are necessary in leading any group.

Organizational competencies can be classified into such different forms as basic competencies, work competencies, position competencies, and field competencies according to their extent and significance. Furthermore, there are competency models that determine the competencies which are necessary for the best performance according to work type (Dubois &Rothwell, 2004).

This was supported by the study of Evers, F. T., & Rush, J. C. (2006). The purpose of this paper is to present a model of four `base competencies' mobilizing innovation and change, managing people and tasks, communicating, and managing self-developed from 18 workplace skills. The base competencies constitute generic skill sets necessary for advanced-level corporate jobs and provide a succinct model of the managerial competencies which advanced level employees, not just managers, need to complement their technical expertise. The analysis is based on the Making the Match Between University Graduates and Corporate Employers-Phase II project consisting of three surveys (1987-8, 1988-9, and 1989-90) of two cohorts of university students (early university and pre-graduate) and three cohorts of graduates (job entry, job change and stabilized). A total of 816 students from five Ontario universities and 794 university graduates working in 20 Canadian corporations returned questionnaires in all three years. The skills and base competencies are examined across the three years and the five cohorts. Base competency ratings of men and women are also compared.

Moreover, to build a continuing quality teaching force requires both excellent teacher education as well as robust professional development. Teacher competence has become a basis a basis for student excellence.

Over a century, social studies educators have adapted and responded to political, social, and economic changes. From educating immigrants a century earlier to addressing contemporary cross-border issues, social studies educators inherit

unique challenges in today's increasingly globalized world. In addition to these external forces, constraints are placed on teachers which prescribe what content must be included in an already crowded curriculum.

Through social science, students develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Students learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Another study, Irvin, D. W., Ingram, P., Huffman, J., Mason, R., & Wills, H. (2018). Paraprofessionals serve a primary role in supporting students with disabilities in the classroom, which necessitates teachers' supervision as a means to improve their practice. Yet, little is known regarding what factors affect teacher supervision.

We sought to identify how paraprofessional competence and classroom type affected the levels of teacher direction.

We administered an adapted version of the Paraprofessional Needs, Knowledge & Tasks Survey and the Survey for Teachers Supervising Paraprofessionals to teachers supervising paraprofessionals in elementary schools. Structural Equation Modelingwas used to examine the link between paraprofessional competence and classroom factors affecting the level of teacher supervision. Results indicated that when teachers perceived paraprofessionals as being more skilled, they provided more supervision, and when more supervision was provided the less they thought paraprofessionals should be doing their assigned tasks. Additionally, paraprofessionals working in classrooms with more students with mild disabilities received less supervision than paraprofessionals working in classrooms with more students with moderate-to-severe disabilities. Those paraprofessionals in classrooms serving mostly children with mild disabilities were also perceived as having lower levels of skill competence than those serving in classrooms with students with more moderate-to-severe disabilities. By understanding the factors that affect teacher supervision, policy and professional development opportunities can be refined/developed to better support both supervising teachers and paraprofessionals and, in turn, improve the outcomes of children with disabilities.

Knowledge Competence

Moreover, teachers will use this framework to provide students with opportunities for effective interdisciplinary working by making connections across and between subject boundaries. Teachers should not feel constrained by the organisers and should explore the opportunities to plan within and across curriculum areas as outlined below to enhance learning. The organisers will assist with the collaborative planning of coherent programmes of learning within and between establishments. Although the content of the curriculum is important, our aspirations can only be achieved through high quality learning and teaching. The social studies experiences and outcomes will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children and young people. They allow flexibility and choice for both teachers and learners which can sustain interest and enthusiasm. The development of skills is an essential aspect of learning in social science and the experiences and outcomes provide frequent opportunities for applying these skills in new and more complex contexts. Terms such as 'investigating', 'exploring', 'discussing' and 'presenting' are used throughout the experiences and outcomes from early to fourth level, recognising that at all stages learners are capable of exercising these skills at a level appropriate to their development.

On the other hand, teachers' competence has been identified as one of the most critical factors for the future success of education and schools. It is closely connected to teacher' work performance and their ability to make innovations in the teaching environment and as a result, they are able to integrate new ideas into their own practice, with this, effectiveness attained.

Harju, V., & Niemi, H. (2018). Teachers operate amidst continuous societal changes that transform schools. In response, teachers must acquire wide-ranging professional competences to work in complex school situations while cooperating with numerous partners both within and outside the school. This study examines how teacher growth and the new demands of the teaching profession appear from the perspectives of school leaders and newly qualified teachers. The aim is to investigate in which professional competences new teachers require support at the beginning of their careers. After presenting various theoretical reflections, we analyse the empirical data of Finnish school leaders (N = 104) and new

teachers (N = 145) using quantitative and qualitative methods. The results indicate that new teachers require support, for example, in order to provide holistic support for students' learning and in working with partners, both within and outside the school community. The results provide important knowledge for the induction phase of teachers' careers.

Classroom Pedagogy

Astuti, P. S., Wardana, I. K., Puspawati, D. A., & Sukanadi, N. L. (2018). The present study aims at investigating the competence level of prospective English teachers through interactive lesson study which involved supervisions of teachers, lecturers, and student teachers themselves. A Classroom Action Research in the form of an interactive lesson study model was conducted in four steps, namely planning, practicing, observing, and reflecting. Moreover, the research was administered in two cycles. Some instruments used in data collection were rubric of teaching practice, character checklist, questionnaire, and participatory observation form. The effectivity of approach could be analyzed based on the average scores of 30 student teachers yielded randomly in each cycle, which gradually increased compared to their pre-tests after interactive lesson study has been applied. In the first cycle, the competence of student teachers started to improve with the total score of 1730 and an average score of 58 for the attitude aspect, the total score of 2169 and an average score of 72 for the knowledge aspect, and the total score of 2198 and an average score of 73 on the skill aspect. The achievement of the students' score in cycle 1 was 68 with the medium category. In the second cycle, changes in student learning attitudes began to show significant improvement: total score of 2390 on attitude aspect with a mean of 80, a total score of 2416 on knowledge aspect with a mean of 81, and a total score of 2457 on skill aspect with a mean of 83. Student score gained in cycle II was 82 with the high category. In a nutshell, the ability of the students in their learning attitudes, knowledge, and writing skills were specified as the high category with cultural attitude.

Classroom Pedagogy

This was supported by Miliziano (2009) discussed the study through qualitative approach using a case study provides a better understanding of the influence a globally oriented program has on participants' teaching social studies by investigating how participation in UNA-USA Global Classrooms program influenced how social studies teachers teach social studies. The goal was to provide a rich, compelling account of experiences of high school social studies teachers so that others can understand the issues reflected in their experiences better. The primary method of gathering data was the hour-long interview, in a case study approach. Analysis resulted in six themes: (1) teachers' perceived influence of Global Classrooms on student interest and engagement, (2) content expertise and confidence, (3) challenges to teaching global perspectives stemming from students, (4) challenges to teaching global perspectives stemming from school environment (5) innovative pedagogy and learning activities, and (6) projects and advocacy dimensions evolved from Global Classrooms experiences. Participants' unique experiences underscore the importance of studying the influence of globally oriented curriculum programs on social studies instruction. Implications include (1) teacher preparation and in service training needs to be responsive to the need to develop an emerging cadre of teachers who are becoming increasingly aware of the need to infuse global perspectives into the social studies curriculum, (2) it is important that school districts realign professional development programs to help teachers gain content knowledge and expertise on global issues (3) participants in this study confirm that globally oriented programs such as the UNAUSA Global Classrooms Curriculum enable teachers to build pedagogical content expertise in teaching about global issues, and (4) as pedagogical knowledge improved, participants became more adept at reinventing the curriculum and infusing components to serve the courses they taught.

Hodara (2011), For developmental education students, rates of developmental math course completion and persistence into required college-level math courses are particularly low. This literature review examines the evidence base on one potential means for improving the course completion and learning outcomes of developmental mathematics students: reforming mathematics classroom pedagogy. Each study examined for this review was classified into one of six sets according to the main instructional approach focused on in the study. The six sets are: "student collaboration", "metacognition", "problem representation", "application", "understanding student thinking", and "computer-based learning". Because most of the studies across the sets did not employ rigorous methods, the evidence regarding the impact of these instructional practices on student outcomes is inconclusive. An analysis of the studies that did employ rigorous designs suggests that structured forms of student collaboration and instructional approaches that focus on problem representation may improve math learning and understanding. This paper concludes by making a number of methodological recommendations, proposing several needed areas of research related to developmental math pedagogy,

and suggesting instructional practices that may improve the outcomes of developmental math students. A tabular review of math pedagogy studies is appended.

3. RESEARCH METHODOLOGY

Research Design

Descriptive correlational design used to determine the significant differences in the variables of teachers' competence in teaching social science. Subsequently, relationship between the skills competence, knowledge competence, classroom pedagogy and students' support also sought. Data are gathered from multiple variables and correlational statistical techniques applied to the data. Thus correlational research is a bit more complicated than descriptive research; after the important variables will identify, the relations among those variables are investigated. Correlational research investigates a range of factors, including the nature of the relationship between two or more variables and the theoretical model that might be develop and tested to explain these resultant correlations, (Lomax and Li, 2013).

Locale of the Study

The study was conducted in the different city schools in Iloilo, where there were identified/known social science teachers in each school as the sources of the respondents. These schools are located strategically in Iloilo City. The schools is supervised by the DepEd, catered the Junior and Senior High School program. In the present set up, almost of the city schools filled in with the Senior High Schools programs with corresponding teacher in every core, one of which is the social Science subject.

Respondents of the Study

There are twenty four (25) Social Science teachers from the different schools division of Iloilo city who were involved in the study. Table 1 presents the respondents of the study.

Table 1

Distribution of Schools Respondents

Schools	Number of Respondents	%
Iloilo City National H.S	*5*	20
Fort San Pedro National H.S	*3*	12
Jaro N National H. S	*3*	12
Ramon Avancena National H. S	*2*	8
Bo. Obrero national H. S	*2*	8
Manduriao National H.S	*3*	12
Lapaz National H. S.	*3*	12
SPED-ISEC Integrated Sch.	*1*	4
TCTAR H. S.	*1*	4
Jalandoni Memorial Nationa H.S	*2*	8
Total	**25**	**100**

Sampling Technique

To determine the teachers as respondents of the study, the researcher used simple random sampling technique, considering there were few social science teachers in the identified school handling the subject. Simple random sampling is a process of selecting sample cases or subset of sample cases from a population giving all the sampling units equal chances of being included as a sample. Simple random sampling may be done by "drawing of lots" or with the use of a table of random digits (David, 2017).

Research Instrument

The researcher- made instruments, namely: Competence Questionnaires.

The questionnaire is composed of Six Parts: Part One, Respondents Profile; Part Two, Competence (Skills); Part Three, Competence (Knowledge) Part Four, Competence (Classroom Pedagogy); Part Five, Competence (Students' Support) and Part Six, Challenges encountered by the respondents.

Data Gathering Procedure

Prior to the conduct of the study, permission asked at Iloilo State College of Fisheries secure from the Office of the College of the Dean. In doing so, a letter containing the intention of the researcher to conduct the study was personally sent to the Office of the Dean of Education.

Upon, approval of the letter of intent to conduct the study, the researcher immediately schedule for the actual administration of the questionnaires, one at a time in the City schools social science teachers, utilizing the simple random sampling, the researcher were easily gathered the data, one day was allotted for each school. However, there were cases wherein the desired number of respondents not be available so the researcher set for another separate session.

Prior to the administration of the questionnaire, the researcher asked for the consent of the respondent to participate in the study, considering the number of the respondents were few.

Preliminary interviews were held to the respondents to answer the profile and proper conduct of the questionnaire followed. During such informal interviews, the researcher also wrote down notes of the crucial and important points raised by the respondents. Those points were used to support the findings as well as to validate the results that drawn from the quantitative data.

It took the researcher more than a week to finish administering the questionnaires to the desired number of respondents. After the administration of the questionnaires, the data was interpreted, coded and analyzed. Analyses was done by using the SPSS software.

Data Analysis Procedure

The data that gathered in this study was subjected to certain computerized statistics.

Raw scores, means and assigned scales. Raw scores, means and assigned scales used in determining the level of skills competence of social science teachers in when grouped according to sex, age, marital status, educational attainment and length of service.

T-test. This is used to determine if there was significant difference in skills, knowledge competences, classroom pedagogy and students support when grouped according to sex. Significance is set at .05 alpha level.

Analysis of Variance. This is used to determine if there was significant difference in skills, knowledge competence, classroom pedagogy and students holistic support when grouped and when classified according to age, marital status, educational attainment and length of service. Significance is set at .05 alpha level.

Pearson r. The Pearson r use to determine the relationship between skills, knowledge competence, classroom pedagogy and students' support when grouped according to sex, age, marital status, educational attainment and length of service.

Ethical Considerations

In the conduct of the study, the researcher takes into account the ethical issues it may arise to the participants of the study. Thus, to protect the participants of the study, the researcher will develop the trust and confidence with them in order to instil the integrity of the research, guard against misconduct and any impropriety that can be reflected in their institutions, and cope with new challenging problems.

The researcher respected the informants' rights, needs, values and desires. The researcher will carefully ask preliminary questions about personal issues before the distribution of the questionnaire.

There was no conflict of interest that existed in this study since the researcher's decisions to whom, how, when, why and where with regards to the conduct of this study were not influenced by personal interest. This was achieved because the researcher may not personally meet the respondents. She only left the questionnaires to the school administrators who act as mediators. They were responsible in the distribution and collected the questionnaires from the respondents. The

researcher gets the filled up questionnaires from the school administrators after two days. In this way, the conflict of interest was diminished.

4.   RESULTS AND DISCUSSIONS

The findings were drawn from the results of the study. The results were taken from quantitative.

1. In competence (skills), it was found out that almost of the variables when taken as a group and when classified as to age, sex, educ. Attainment and length of service were described very high. The obtained standard deviations were homogeneous as to variables. This implies that, teachers skills competency cannot only be measured through the acquisition of knowledge, but that it also depends on their skills.

Additionally, almost of the 25 respondents responded on the competence (skills) questionnaire, that level of competence (skills) were "very high" when grouped and when classified as to sex, age, marital status, educational attainment and length of service. This mathematical percentage answers the research questions what is the level of competence (skills) of the respondents when taken as a group and when classified as to sex, age, marital status, educational attainment and length of service.

2. In terms of competence (knowledge), when respondents grouped as to independent variables, results have positively affects, "Very High" to social science teachers handling senior high school student's performance. The findings are an inherent element of an effective knowledge process, one that aspires to contribute to the welfare of the institution/schools or whole division, itself. The quantitative correlation revealed that almost of the social science teachers responded positively on the questionnaire level of knowledge competence, "Very High"; and these were brought a wide range of know-how in order to face the complex challenges of today's world in the context of teachers' competency.

3. In competence (classroom pedagogy), study revealed "Very High" in almost of the variables when respondents grouped as to independent variables. It simply means, effective classroom practices, representing differing viewpoints, theories, and ways of knowing and methods of inquiry in the teaching of subject matter concepts if utilized and processed, would surely help engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance. A range of classroom pedagogical practices should be employed to promote positive relationships, cooperation, and purposeful learning that lead to Very High as reflected in the findings of this study. Students are becoming more confident in learning; putting forth effort in modifying ideas, and taking risks (Educational Broadcasting Corporation, 2004).

This was supported by another study of Shavelson (2010), his review assesses the progress made in research on teachers' pedagogical thoughts, judgments, and decisions over the past decade and identifies areas of substantive and methodological research needed to improve the practice of teaching. Based on this research, we formulate "schema" or tentative "models" of teachers' judgments, planning decisions, and interactive decisions. We then set forth recommendations for future research, including (1) the need to develop a taxonomy of critical teaching decisions, which link these decisions to their consequences in the classroom; (2) the need to intervene and alter teachers' plans and decisions in our research, as well as describe them, with the goal of improving teaching; and (3) the need to link recommendations based on research to the implementation of them in practice.

4. Results revealed from competence (students' support) "Very High" in almost of the variables in the study. This implies that, social science teachers has to facilitate, assign, and manage time, space and activities that should ensure the active and equitable engagement of students in productive tasks. Findings have positive implications to students in the senior high school wherein instruction guided accordingly; assessing and using resources of the school needed to address the strengths and weaknesses of students were facilitated, thus, Very High results articulate social science teachers support to students thoughts and ideas clearly and effectively.

5. Result showed no significant difference in the level of competence (skills) of the respondents when they were grouped as to sex, t_{value} = -1.008; p = .325 > .05 alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (skills) of the respondents when they were grouped as to age, $F_{(3,24)}$ = .537; p = .662 > .05 alpha level, thus, the null hypothesis was accepted

Result showed no significant difference in the level of competence (skills) of the respondents when they were grouped as to marital status, $F_{(2,24)}$ = .323; p = .728 > .05 alpha level, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (skills) of the respondents when they were grouped as to educational attainment, $F_{(3,24)} = .667$; $p = .582 > .05$ alpha level, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (skills) of the respondents' when they were grouped as to length of service, $F_{(3,24)} = 1.113$; $p = .366 > .05$ alpha level, null hypothesis was accepted.

The findings was supported by the study of, Washington, S. W. (2008). The study sample will be selected utilizing a convenience sampling methodology, consist of students from both genders, with sample size for the experimental group (LBA) was 99, and the sample size for the control group (TCA) was 135. This study conducted a comparative analysis between the two teaching methods. The results indicated that there were no significant differences in each one-way ANCOVA that was ran for each of the five research questions in the study. It was concluded that the learning based approach did not improve mathematics achievement of African American- and Hispanic students as compared to their counterparts in a teacher cantered approach.

6. Result showed was significant difference in the level of knowledge competence among the social science teachers' when they were grouped as to sex, $t_{value} = -2.149$; $p = .043$ less $.05$ alpha level, thus, the null hypothesis was rejected.

Result showed no significant difference in the level of competence (knowledge) of the respondents when they were grouped as to age, $F_{(3,24)} = .537$; $p = .969 > .05$ alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (knowledge) of the respondents when they were grouped as to marital status, $F_{(2,24)} = .315$; $p = .733 > .05$ alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (knowledge) among social science teachers' when they were grouped as to educational attainment, $F_{(3, 24)} = .737$; $p = .542 > .05$ alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (knowledge) of the respondents when they were grouped as to length of service, $F_{(3,24)} = .827$; $p = .494 > .05$ alpha level, thus, the null was accepted

7. Result showed no significant difference in the level of competence (classroom pedagogy) of the respondents when they were grouped as to sex, $t_{value} = -1.275$; $p = .216 > .05$ alpha level, thus, the null hypothesis stating was accepted.

Result showed no significant difference in the level of competence (classroom pedagogy) of the respondents when they were grouped as to age, $F_{(3,23)} = .423$; $p = .739 > .05$ alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (classroom pedagogy) of the respondents when they were grouped as to marital status, $F_{(2,23)} = .071$; $p = .932 > .05$ alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (classroom pedagogy) of the respondents when they were grouped as to educational attainment, $F_{(3,23)} = 2.647$; $p = .077 > .05$ alpha level, thus, the null was accepted.

Result showed no significant difference in the level of competence (classroom pedagogy) of the respondents when they were grouped as to length of service, $F_{(2,23)} = 1.602$; $p = .220 > .05$ alpha level, thus, the null hypothesis was accepted.

8. Result showed no significant difference in the level of competence (students' support) of the respondents when they were grouped as to sex, $t_{value} = -1.791$; $p = .116 > .05$ alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (students' support) of the respondents when they were grouped as to age, $F_{(3,24)} = .134$; $p = .938 > .05$ alpha level, thus, the null hypothesis stating was accepted.

Result showed no significant difference in the level of competence (students' support) of the respondents when they were grouped as to marital status, $F_{(3,24)} = .474$; $p = .629 > .05$ alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (students' support) of the respondents when they were grouped as to educational attainment, $F_{(3,24)} = .135$; $p = .938 > .05$ alpha level, thus, the null hypothesis was accepted.

Result showed no significant difference in the level of competence (students' support) of the respondents when they were grouped as to length of service, $F_{(3,24)} = .811$; $p = .502 > .05$ alpha level, thus, the null hypothesis was accepted.

The findings was supported by Levy, Y., & Ramim, M. M. (2015), in his paper on the   interest in the assessment of tangible skills and competence, a quasi-experimental research, using a survey instrument on pre- and post-tests, to collect

the set of 12 management skills from e-learners attending courses that included both competency-based computer simulations and those that didn't. A total of 253 participants. Results show that all 12 management skills measures demonstrated very high reliability, that all 12 skills of the competency-based computer simulations had higher increase than those that didn't. Analyses on the mean increases indicated an overall statistically significant difference for six of the 12 management skills enhancements between the experimental and control groups. Our findings demonstrate that overall computer simulations and competency-based projects do provide added value in the context of e-learning when it comes to management skills.

Anyhow, the study of Guffin, B. (2008). The study also compared the differences in the differences among teachers' beliefs regarding the implementation of inquiry-based mathematical strategies based on years of experience, level of education, and grade level assignment. The survey results were grouped by total years of teaching experience including 0-10 years, 11-20 years, and 20 or more years. The level of education was classified as either bachelor's degree or master's degree, and the grade level assignment choices were grades K-2, grades 3-5, or special education resource room.

Analysis of the data indicated that there was a significant difference in teacher beliefs between those having 0-10 years and 20 or more years of teaching experience. The difference between teacher beliefs regarding the teaching of mathematics and the implementation of inquiry-based mathematical instructional strategies based on level of education and grade level assignment was not found to be statistically significant. Additionally, there was no correlation for teachers with 0-10 years of experience among the field of mathematics and the teaching of mathematics or the field of mathematics and the teaching of inquiry-based mathematical instructional practices. Significant correlations were found for teachers at all levels of education among the field of mathematics, the teaching of mathematics, and the implementation of inquiry-based mathematical instructional strategies. A negative correlation was found for special education resource room teachers among field of mathematics and the teaching of mathematics and the field of mathematics and the implementation of inquiry-based mathematical practices.

5. CONCLUSION

Scholars see "competence" as a combination of knowledge, skills, practices, support and behavior or quality of being adequately capable of performing a given role, and used to improve performance. Teaching competences may require equal amounts of knowledge, skill practices, support and attitude for quality education. It is important to examine the differences between variables of teachers' competence to better understand if differences are significant.

The following are the conclusions derived from the findings of the study:

A quantitative-qualitative study was conducted utilizing simple random sampling among social science teachers in schools division of Iloilo City. Twenty Five (25) "very high" levels of competence (skills), "Very High competence (knowledge) competence (classroom pedagogy) and competence (students support). The researcher-made questionnaire instrument measured the perceived level of skills competence, knowledge competence, classroom pedagogy and students' support. Twenty four social science teachers identified by the researcher Highd to participate in the study. Statistical procedures were processed to ensure the validity and reliability of the data.

1. In terms of competent (skills) in general, the respondents perceived their responses "very high" competence (skills) level. It can also be noted in the results that scored almost in the indicators when respondents grouped as to variables were all positive and these will be brought impact to student educational process. This simply motivates and challenging on the part of the students to study hard, give effort and take time in their studies, the very true results of skills competency linked all the domains under students' performance.

2. In terms of competence (knowledge) as perceived by the respondents, it was found out that responses were "Very High". Thus, it simply means, the social science teachers were competent, knowledgeable to meet complex demands by drawing on and mobilizing psychosocial, cultural, academic resources (including skills and attitudes) in a particular context, essential to pursuit excellence.

3. In terms of competence (classroom pedagogy) as perceived by the respondents, it was found out that responses were "Very High". Thus, it simply means, the social science teachers pedagogical practices were competent, as results revealed. Teachers need a wide range of strategies in order to face the complex challenges of today's world. Classroom

Pedagogy is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself.

4. In terms of competence (student' support) as perceived by the respondents, it was found out that responses were "Very High". Thus, it simply means, the social science teacher's student's support have positive effects in the academic performance of the students. Educational innovation has drawn increasing attention around the world, and many countries have already embarked on educational reforms that aim to change both the goals and practices of education.

5. On the qualitative side, the respondents shared their experiences encountered in teaching social science, the researcher had formulated themes from the interviewed conducted, it found out that these challenges encountered towards skills and knowledge of the students in the classroom needs to intervene with teachers who equipped with preparations to enhance the learning process of the students. It was also noted that the lack of learning resources are also one factor that could affect the performance of both the teacher and the learners.

RECOMMENDATION

The following recommendations are advanced;

1. It is recommended that a similar study be conducted in order to validate the results of the of the study;

2. In terms of the sampling procedure, random sampling specifically stratified random sampling may be used to really come up with a more representative sample for the study. It is also recommended that data on the competent (skills), competent (knowledge), competent (classroom pedagogy) and competent (students' support) be triangulated by also getting the side of the coordinators/head of schools and principal.

3. Schools administrators are recommended to consider the training program for them to enhance other competences especially on the pedagogical aspects.

4. Skills maximize student learning. A range of skills should be employed in teaching social science should be considered, this to promote positive relationships, cooperation, and purposeful learning.

5. Effective teaching practices, representing differing viewpoints, theories, "ways of knowing" and methods of inquiry in the teaching of subject matter concepts should be considered. Multiple teaching and learning strategies should help engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities while helping them assume responsibility for identifying and using learning resources.

6. In terms of students support, the office of student's affairs and services will closely monitor students' related educational needs as they feel they are part of schools endeavors.

7. Stakeholders should be tapped to secure students educational advancements.

8. The DepEd/CHED must reflect on the following; provide more related trainings, support on excellence practices, for the social science teachers that would help them develop their value on excellence for quality education. Provide ample support for the school teachers advocacy in all field of specialization in order to provide scholarly output for the academic advancement of the students. Establish strong linkages, national and international to support the advocacy of the social science teachers and to assist lobbying in any funding bodies for the welfare of the students and for the school as a whole.

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