



## Teaching Performance of Social Science Teachers in Mindoro State University, Philippines

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### Abstract

The effectiveness of social science teachers is crucial in shaping students' understanding of complex societal concepts. Recent findings indicate that teacher performance is rated as "Moderate," with subject matter mastery receiving the highest mean score. This underscores the necessity for educators to possess a deep knowledge of their content area and an ability to adapt their teaching methods. By developing a strong grasp of social science topics, teachers can facilitate the creation of cognitive maps that help students connect diverse ideas and correct misconceptions. Therefore, investing in professional development focused on content mastery and pedagogical adaptability is essential for empowering educators to enhance student learning outcomes in social science disciplines.

**Keywords:** Mindoro State University, Philippines, social science, teaching performance

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### Introduction

Education is crucial in shaping individuals to be competent in the career paths they select. A nation advances when it allows its residents to gain the skills and information required to contribute to a civilized community. Education increases one's capacity for actively pursuing objectives and overcoming obstacles that could lead to modifications that are advantageous for accomplishing business innovations, political goals, and economic goals (Bedaure, 2012) <sup>[5]</sup>.

Encouragement of intellectual security and the desire to learn throughout one's life are desirable teaching objectives in light of the above ideas. The world is always evolving, demanding a society that is knowledgeable of the issues caused by cultural diversity and respectful of one another's opinions and perspectives. Systemic issues with education, the economy, governance, religion, and cultural divisions are facing humanity today.

A teacher may be familiar with their field of specialization, but this does not guarantee that they will make the best teachers for passing on this knowledge to others. Not everyone who studies and employs effective teaching techniques can successfully teach the course without first mastering and remembering the necessary material. A teacher of social science inspires students and successfully impart knowledge to them while also having an impressive command of classroom management and instruction (Bolling, 2022) <sup>[6]</sup>.

The determination of setting subjects to shelves is to organize a better educational system and improve competencies. The basic purpose of education is to support each individual to inspire their own potential. Whether the teacher is aware of it or not, he or she has an influence on the student. This influence may be subtle and the student may not even aware of it. However, when both the teacher and student spend many hours per week, per month, per year, or more together, they surely bound to influence each other, and the teacher in his or her position of authority and leadership has a responsibility to face. The teachers do their best to improve teaching and provide quality education to students (Bonner, 2006) <sup>[7]</sup>.

In order to impart fundamental knowledge and abilities that must be amplified with student competency based on different learning capacities, teachers must be skilled in their craft. Teachers must comprehend the material they are instructing because doing so shows that they have a firm grasp of it and are able to convey it to their students while also correcting any knowledge misconceptions. The subject-matter expertise of the professors is a major factor in all of this.

The quality of each teacher, and the extent of teaching preparation determine the overall effectiveness of the educational system. A teacher needs to have specific abilities and skills, which are learned during teacher education, in order to develop the self-assurance and motivation necessary for educational development (Kamami *et al.*, 2014) [8]. The goal of the study was to suggest improved teaching strategies for the social science instructors and students at Mindoro State University. The study specifically aimed to respond to the following parameters with relation to the level of teaching performance in terms of mastery of subject matter, instructional procedure, classroom management and use of instructional tools/devices.

### Methodology

The methodology for this quantitative investigation is descriptive correlation research. Baraceros claims that descriptive research attempts to provide a language representation or picture of a thing, person, event, group, or scenario.

The study involved 100 participants taken from three campuses of Mindoro State University. Stratified purposive sampling was used because only those Bachelor of Science in Education students as Dean's listers were utilized as the source of information needed for this study. 30 participants

from Bongabong Campus, 30 from Calapan Campus, and 40 from Main Campus. The participants were selected from the Dean's lister, the acquisition of learning competencies is evident and most of the Dean's lister is from their program. The participants of the study were sampled with the use of two sampling designs. The first one was the simple random sampling technique which was used to draw the sample size of the population of the respondents. A simple random sampling formula was employed to determine the sample size.

The collected data from the questionnaires were gathered, evaluated and presented in tabular form using the following statistical formula. The following would be utilized in the treatment of the data.

**Weighted Mean.** To determine the average responses of the different options in the second part of the questionnaire, the researcher used weighted mean and to analyze the data to the respondent's degrees of assessment.

**Cronbach's alpha.** It was utilized by the researcher to prove the reliability of the research instrument.

### Results and Discussion

The level of teaching performance includes the mastery of subject matter, instructional procedure, classroom management and use of instructional tools/devices.

**Table 1:** Level of Teaching Performance in Terms of Mastery of Subject Matter

Items	Weighted Mean	Description
1. Shows knowledge in social science subjects (e.g., Reading in Philippine history, Gender and Society, Society and Culture, etc.).	3.70	High
2. Provides up-to-date and relevant information about the subject (e.g. date, people, and places).	3.56	High
3. Demonstrates proper order of the subject matter.	3.36	Moderate
4. Provides factual and accurate information on the content.	3.54	High
5. Provides concrete and quality examples and explanation of the subject matter.	3.72	High
6. Understands the fundamental concepts and structures of the disciplines being taught.	3.59	High
7. Ables to relate content to real-life situations and issues.	3.64	High
8. Takes efforts to relate the subject with new research and findings.	3.23	Moderate
9. Ables to provide some in-depth information on the content.	3.44	Moderate
10. Provides extensive, interesting facts on the content to encourage learning	3.59	High
<b>Composite Mean</b>	<b>3.54</b>	<b>High</b>

Table 1 presents the level of teaching performance in terms of the mastery of subject matter. It shows a composite mean of 3.54, indicating that social science teachers have a high level of subject-matter mastery in terms of giving concrete, quality examples and explanations of the topic (mean: 3.72), demonstrating knowledge in social science subjects (e.g., reading in Philippine history, Gender and Society, Society and Culture, etc.), showing knowledge in these subjects (mean: 3.70), and connecting the content to real-life situations and issues (mean: 3.64). All of the particular items are rated highly. Teachers did, however, relatively moderate in terms of providing some in-depth information on the material (3.44 mean), exhibiting correct subject-matter order (3.36 mean), and making an effort to tie the subject to recent research and discoveries (3.23 mean).

The results imply that social science teachers need to have a good knowledge of their subjects and the adaptability to change in order to help students create useful cognitive maps, link ideas, and correct misconceptions. The connections between concepts and other fields of study and daily life must be clear to teachers Providing students facts and knowledge

alone would not be sufficient to aid in their learning of a subject. Instead of just learning about the major domains of human inquiry and thought, the primary aim of education is to equip students with the knowledge and abilities they need to actively participate in them. They include the past and how it relates to the present, the natural world, our own thoughts, beliefs, and values, as well as those of other people. They also include things like the dimensions of space and quantity, aesthetics, and representation, among other things (Barnet *et al.*, 2004) [4].

This is in line with what Kamami *et al.* (2014) [8] pointed out, which is that the quality of instruction and subsequent learning are significantly impacted by the subject matter expertise of the teacher. A knowledgeable teacher may plan and present the lesson by highlighting its most important parts for the learner. The teacher is responsible for creating and managing the learning environment and must employ a variety of teaching techniques to encourage learning. Teachers' subject-matter knowledge and content-delivery abilities are required for this.

**Table 2:** Level of Teaching Performance in Terms of Instructional Procedure

Items	Weighted Mean	Description
1. Provides clear instruction to follow within the class.	3.59	High
2. Implements a before and after class routine. (e.g. prayer, energizer, game, etc.).	3.26	Moderate
3. Uses effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, and engagement in the class.	3.59	High
4. Adapts and uses culturally appropriate teaching strategies to address the needs of learners from various groups.	3.38	Moderate
5. Sets an organize procedure on student's requirements. (e.g., portfolio, reflection paper, deadline, etc.).	3.56	High
6. Displays proficient use of the Filipino and English language to facilitate teaching and learning.	3.78	High
7. Fits teaching strategies with the curriculum content and students' level of understanding.	3.59	High
8. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3.33	Moderate
9. Uses research-based knowledge and principles of teaching and learning.	3.38	Moderate
10. Plans and delivers teaching strategies that are responsive to learners in difficult circumstances, including geographic isolation, chronic illness and other similar factors.	3.41	Moderate
<b>Composite Mean</b>	<b>3.49</b>	<b>Moderate</b>

The level of teaching performance in terms of instructional technique is shown in Table 2. Social teachers performed moderately on the instructional procedure, according to the composite mean score of 3.49. Clear classroom rules that must be followed, effective verbal and nonverbal classroom communication techniques that support learner understanding, participation, and engagement in the class, and the proficient use of the Filipino and English languages to facilitate teaching and learning, with a mean score of 3.78, and the teaching strategies with the curriculum content and students' level of understanding, with mean scores of 3.59 and 3.78, respectively, are some items that received high ratings. With a mean of 3.26, the social science teachers also had the lowest implementation of pre- and post-class activities (such as prayers, energizers, games, etc.).

This implies that instructional procedures are moderately designed, planned, and carried out to maintain order and efficiency in the classroom. In the classroom, social science teachers use a protocol for numerous activities, such as distributing papers, welcoming students in the morning, and transitioning. On the one hand, routines and processes in the

classroom give students a predictable day, which they need as they continue to learn and develop. Because they will be aware of what to expect every day, they will feel safer and more confident in their daily activities. Parallelism can be drawn with Haizumah's (2019) <sup>[9]</sup> assertion that the effectiveness of a teacher depends on her or his ability to determine learning outcomes and facilitate them.

The results are supported by Kolb's Learning Style Theory because teachers can employ instructional techniques and processes that are tailored to the needs of the learner. According to the idea, the four-stage cycle of active experimentation, reflective observation, tangible experience, and abstract conception leads to effective learning. Convergent doing and thinking, divergent feeling and watching, and accommodating doing and feeling are the four learning modes that Kolb distinguished. People typically have one of these four primary learning styles, which has an impact on how they learn, according to Kolb's theory. Therefore, teachers can develop a specific strategy that suits each student's learning style by being aware of the different learning styles of their students (Bagot, 2022) <sup>[3]</sup>.

**Table 3:** Level of Teaching Performance in Terms of Classroom Management

Items	Weighted Mean	Description
1. Maintains learning environments that promote fairness, respect and care to encourage learning.	3.69	High
2. Establishes a classroom design can help create a safe and welcoming learning environment.	3.38	Moderate
3. Sets a classroom rule having concrete yet fair consequences.	3.57	High
4. Prepares a physical environment appropriate for learning, develops rules of conduct, and maintains student attention and involvement in group discussion.	3.44	Moderate
5. Recognizes hard work by openly congratulating students, encouraging ideal behavior, and inspiring the class.	3.57	High
6. Coaches' positive social behaviors (e.g. helping, sharing, waiting)	3.46	Moderate
7. Monitors student attendance by use of the checklist.	3.46	Moderate
8. Uses self-assessment forms for students to evaluate their own behavior.	3.21	Moderate
9. Ables to foster favorable perceptions towards social science as part of learning.	3.49	Moderate
10. Encourages the students to communicate and participate as part of collaborative learning.	3.78	High
<b>Composite Mean</b>	<b>3.51</b>	<b>High</b>

Table 3 presents the level of teaching performance in terms of the classroom management with composite mean of 3.51 described as high. This illustrates how good classroom management creates a conducive environment for teaching and learning. It creates an environment in the classroom that draws students in as a requirement for efficient teaching and learning. In order to create a favorable learning atmosphere where students may learn easily and perform well academically, classroom management strategies are used.

Social science teachers maintain learning environments that foster fairness, respect, and care to encourage learning, establish classroom rules with clear but justifiable consequences, and openly recognize students' efforts by congratulating them, modeling the best behavior, and motivating the class. These are verified with high mean scores of 3.78, 3.69, 3.57 and 3.57 respectively. On the other hand, they performed the following duties in a moderately effective manner: promoting positive attitudes toward social

science as an educational component, coaching positive social behaviors, checking student attendance using a checklist, preparing a physical environment suitable for learning, developing rules of conduct, maintaining students' attention and participation in group discussions, and establishing a classroom design that can help create a safe and welcoming learning environment with mean scores of 3.49, 3.46, 3.46, 3.44, 3.38 and 3.21 respectively.

According to Millapre (2016) <sup>[10]</sup>, successful education requires effective classroom management. It lays the foundation for education. Academic learning would be virtually impossible without it, and classrooms would be disorganized and chaotic. This goal can be achieved with the help of the teachers, who are essential in creating high standards for education. For each student to be academically engaged and globally competitive, the instructor must transform them. This is the primary and most significant role of the teacher.

The Sociocultural Theory of Vygotsky, which emphasizes social interaction, provides the strongest support for the findings. According to this notion, a teacher's job was to encourage learning by guiding discussion and validating contributions in an effort to keep students motivated. It emphasizes the value of interaction in the learners' cognitive growth. The level of teaching performance is shown in Table 3 in terms of classroom management, and a composite mean of 3.51 is considered high. This illustrates how good classroom management creates a conducive environment for teaching and learning. It creates an environment in the classroom that draws students in as a requirement for efficient

teaching and learning. In order to create a favorable learning atmosphere where students may learn easily and perform well academically, classroom management strategies are used (Avidov-Ungar, 2018) <sup>[2]</sup>.

To promote learning, social science teachers uphold classroom environments that value fairness, respect, and consideration, establish classroom rules with clear but justifiable consequences, and openly recognize students' efforts by congratulating them, modeling the best behavior, and motivating the class. These are verified with high mean scores of 3.78, 3.69, 3.57 and 3.57 respectively. On the other hand, they performed the following duties in a moderately effective manner: promoting positive attitudes toward social science as an educational component, coaching positive social behaviors, checking student attendance using a checklist, preparing a physical environment suitable for learning, developing rules of conduct, maintaining students' attention and participation in group discussions, and establishing a classroom design that can help create a safe and welcoming learning environment with mean scores of 3.49, 3.46, 3.46, 3.44, 3.38 and 3.21 respectively.

According to Millapre (2016) <sup>[10]</sup>, successful education requires effective classroom management. It lays the foundation for education. Academic learning would be virtually impossible without it, and classrooms would be disorganized and chaotic. Teachers, who are crucial in setting high standards for education, can assist in achieving this goal. For each student to be academically engaged and globally competitive, the instructor must transform them. This is the primary and most significant role of the teacher.

**Table 4:** Level of Teaching Performance in Terms of Use of Instructional Tools/Devices

Items	Mean	Description
1. Manifests knowledge in using instructional tools and devices.	3.62	High
2. Uses a variety of tools that can be used in the classroom to support student learning, ranging from traditional to contemporary options.	3.28	Moderate
3. Utilizes a variety of visual aids and educational resource materials for more active learning among students	3.36	Moderate
4. Selects, develops, organizes, and uses suitable teaching and learning resources.	3.49	Moderate
5. Displays skills in utilizing multiple media and technology to motivate and persuade learners.	3.41	Moderate
6. Integrates the use of instructional tools suited to teaching social science (e.g. books, maps, sketches, monographs, etc.)	3.28	Moderate
7. Designs diverse sets of learning tools to achieve desired learning goals.	3.31	Moderate
8. Integrates the use of reliable online sites that will help the learners for further learning.	3.49	Moderate
9. Informs the student and parents about social networks and their correct use (e.g. Facebook, Twitter, Instagram).	3.21	Moderate
10. Uses learning flat form to increase collaborative learning that can positively influence the learning (e.g., Google tools like drive, docs and slides)	3.64	High
<b>Composite Mean</b>	<b>3.41</b>	<b>Moderate</b>

The level of teaching performance in terms of the usage of instructional tools and devices is shown in Table 4. This records the composite mean value 3.41 which describes that the teachers use instructional tools/devices moderately. Nevertheless, with mean scores of 3.64 and 3.61, respectively, both items 10 and 1 are characterized as high on the use of learning flat form to increase collaborative learning that can favorably influence learning (for example, Google tools like drive, docs, and slides) and manifestation of knowledge in using instructional tools and devices. The remaining items are all categorized as moderate, with the mean of 3.21 being the lowest for the item regarding educating the student and parents about social networks and how to use them properly (such as Facebook, Twitter, and Instagram).

According to the results, it is obvious that social science teachers need to simplify their classes by including visual and

audio-visual aids, which can be either concrete or non-concrete. Students are inspired to learn by these instructional resources, which make learning more engaging.

The necessity of developing excellent instructional materials that advance student learning is emphasized by Aslan (2017) <sup>[1]</sup>. Teachers should think about what the students should know and how learning will be demonstrated while planning lessons. The teacher needs to be more knowledgeable about how pupils learn, particularly how they learn on their own. Students will learn a lot from this about the preparation and delivery of training that encourages learning.

### Conclusion

While social science teachers generally perform their roles satisfactorily, there remains significant potential for enhancing both their teaching methods and the content they deliver. Engaging students requires a dynamic approach that

goes beyond traditional lecturing; incorporating interactive elements such as group discussions, multimedia resources, and real-world applications can foster a deeper understanding of complex societal issues.

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